DOCUMENT RESUME

ED 296 993 SP 030 434

TITLE	Profiles of Change: A Staff Development Working Paper.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	87
NOTE	330p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Academic Achievement; *Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; Learning Processes; Mastery Learning; Mentors; School Districts; *Staff Development; *Teacher Effectiveness; *Teacher Improvement

ABSTRACT

The inservice programs in this publication demonstrate varied approaches to staff development. The programs range from districtwide efforts with a particular topic, such as thinking skills, to the creation of teacher centers and highly individualized growth plans such as a voucher system. The programs demonstrate a commitment by the district to improve teaching and learning. This commitment is embodied in the inservice topics which were addressed: effective teaching, learning styles, mastery learning, and teacher expectation and student achievement are among the topics profiled. In each instance, these topics exemplify how change and professional growth can be encouraged and promoted by local initiative. In addition, two programs are concerned with mentoring--the process of guiding new teachers into successful teaching. Each of the programs highlighted in this publication are seen as manifesting good staff development practices which assure that improvement occurs. (JD)

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PROFILES OF CHANGE:

A STAFF DEVELOPMENT WORKING PAPER

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INSERVICE EDUCATION

Ohio Department of Education
Columbus 1987

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PROFILES OF CHANGE:
A STAFF DEVELOPMENT WORKING PAPER

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FOREWORD

The staff development programs described in this publication demonstrate how school districts can enhance the teaching-learning environment through careful planning and implementation of inservice activities. Schools are not static institutions; they need to adapt programs that help teachers learn new skills and refine classroom practices. Many of the staff development programs recognize that the unit of change is at the building level. It is here, according to research, that meaningful improvement occurs.

This document can provide an excellent resource for staff development leaders. The wide variety of approaches to inservice activities will help staff developers as they work toward improving education for the girls and boys in Ohio's schools. Carefully designed staff development programs are essential in strengthening educational excellence.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

INTRODUCTION

In July 1985 a proposal was submitted to the North Central Regional Educational Laboratory (NCREL) to identify staff development programs and projects that were working well within a seven-stage region. The developers of that proposal were Kenneth Howey, associate dean and professor of education at the University of Minnesota, and Nancy Zimpher, assistant professor at The Ohio State University. They requested that state departments of education personnel in Minnesota and Ohio participate in the development of a protocol to identify robust staff development programs in the two states. Dwight Lindbloom, assistant commissioner of education, Minnesota State Department of Education, and Nancy Ann Eberhart, director, Division of Inservice Education, Ohio Department of Education, agreed to participate in the selection process.

In the spring of 1986, the Division of Inservice Education staff requested that school district personnel who were participating in the Teacher Development Program describe successful inservice projects or programs that were improving their schools. The purpose of these descriptions was two-fold: to identify methods by which staff development is fostering excellence in schools and to provide a resource document, a working paper of successful practices. This publication presents reports on inservice programs that have increased educators' knowledge and skills.

Identifying the staff development programs for inclusion in this document involved three phases. In March 1986, districts were asked to nominate programs that were working well. Fifty nominations were received. In May 1986, seven of these projects were presented at the Division of Inservice Education's annual staff development conference.

The second phase began with the request for in-depth information about the district and the particular staff development program. This information consisted of a district profile which gave a picture of the district's demographics, its resources, ongoing program elements, and a calendar of activities. Also requested was a staff development sketch which illustrated, through a case study, how the inservice program was supported by the district. Included here were questions about needs assessment, planning, and evaluation procedures. Also included were such topics as training formats, impact, and the project's adaptability. Twenty-six responses were received. Steve Gordon, Mark Lentz, and Robert Mertz, regional inservice education consultants, worked with the authors to refine and develop the reports.

The third phase was to edit the information and to ask districts to verify the information after the editing was completed. The result was 17 narratives that form the basis for this publication. These narratives will be used in helping other staff developers to conceptualize and to refine their own district's programs.

Each inservice summary contains the name, address, and phone number of the reporter. Because the reporters are familiar with the inservice activity, they are excellent resources for other staff developers who may be contemplating similar types of programs.

Approaches to Staff Development

The recent reports on reforming public schools have drawn attention to the need for more effective staff development programs. The primary purpose of staff development, or inservice education, is to improve the teaching-learning environment. Increased knowledge and enhanced skills for teachers and administrators result in improved student learning. When time and resources are devoted to long-term staff development, better teaching results.

The inservice programs in this publication demonstrate varied approaches to staff development. The programs range from districtwide efforts with a particular topic, such as thinking skills, to the creation of teacher centers and highly individualized growth plans such as a voucher system. But the programs share a common concern: they demonstrate a commitment by the district to improved teaching and learning. This commitment is embodied in the inservice topics which were addressed: effective teaching, learning styles, mastery learning, mentoring, and teacher expectation and student achievement are among the topics profiled. In each instance, these topics exemplify how change and professional growth can be encouraged and promoted by local initiative. In addition, two programs are concerned with mentoring--the process of guiding new teachers into successful teaching. Each of the programs highlighted in this publication manifests good staff development practices which assure that improvement occurs.

Ten Themes

There is a growing body of research literature on the elements of successful staff development. In Staff Development Leadership: A Resource Book (1983), ten themes illustrate how staff development can promote more effective teaching and learning. These themes, which embody the key elements for school improvement, are echoed in the projects of this publication:

1. There is a conceptual framework for staff development programs which is based on sound theory and proven practice.
2. There exists an inservice governance system that encourages collaborative decision making among staff development leaders, inservice participants, and others who will be affected by the inservice decisions.
3. Programs are designed to meet real needs.
4. There is a concerted effort to base inservice programs on adult learning styles -- learning is self-directed, experiential, job-related, problem-centered, and individualized.
5. Staff development activities encourage participants to be actively involved, allow flexibility and freedom of choice, use a variety of instructional formats appropriate to the learning objective, and reflect actual conditions of educators.
6. Programs are ongoing, have both long- and short-range goals, and are supported and encouraged through board policy and administrative leadership.
7. There is adequate time for staff development planning, training, and follow-up so that participants have the opportunity to refine their skills and apply them.
8. There are adequate methods of evaluation and provisions for follow-up so that learning can occur.
9. There is a climate for growth within the school that encourages personal and professional development -- an environment which ensures a sense of continuity, a sense of affiliation and program ownership, and a sense that inservice education is integral to school improvement.

10. There is community awareness of how staff development can improve schools and help children learn better.

It is interesting to observe how many of the staff development projects presented here adapt these ideas to fit local needs and inservice priorities.

Components of Effectiveness

One of the striking features of the reports is the agreement about why the inservice program or activity was successful. Consistently, the reporters identify five components that have contributed to an improved school environment.

Need. Participants are provided opportunities to learn skills that are directly related to their jobs. There is a consensus among participants that the topic is important and has practical implications.

Involvement. Participants or their representatives plan, implement, and evaluate staff development activities. There is a shared understanding of goals and objectives. There is also agreement on how outcomes will be measured.

Variety. Activities are structured to include active participation and individualization. Participants are encouraged to learn at their own rate in their preferred style of learning.

Application. Activities are problem-oriented and provide participants with opportunities to apply the idea learned to their jobs. Time to practice the new ideas and skills is built into the program. There is attention to follow-up, which insures the new knowledge is adapted and used.

Continuity. Staff development programs are ongoing and encourage both professional and personal growth. Professional expectations are high, and the school climate encourages collegial support and respect.

These components of effectiveness embody successful staff development, and they reflect the principles of andragogy--the art and science of teaching adults. Closer attention to adults as learners, and their learning styles, can contribute to the personal and professional growth of educators.

Inservice Elements

What these projects clearly demonstrate is that change does not occur through a single inservice activity. Although large group presentations to all participants are used for awareness, there is a tendency among these projects to adapt the recent research on skill transfer with particular attention to follow-up activities which ensure that new knowledge and skills are used in classrooms.

The work of Bruce Joyce and Beverly Showers, which emphasizes the importance of reinforcing activities after the initial inservice presentation, is being used increasingly in districts to assure successful practice. In a review of the major components of inservice training, Joyce and Showers (1980) were able to identify five major components:

(1) Presentation of theory or description of skill or strategy;

(2) Modeling or demonstration of skills or models of teaching;

(3) Practice in simulated and classroom settings;

(4) Structured and open-ended feedback (provision of information about performance);

(5) Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom).

The fifth element, coaching for application, makes a major difference in whether teachers can use the new ideas and behaviors as part of their classroom repertoire. Ongoing practice and refinement are necessary if change is to occur.

Whether districts use teams, mutual assistance between pairs, or some other variation of collegial support, such as teacher-leaders or teachers-helping-teachers formats, many of the districts highlighted in this publication demonstrate how the five-step process -- from awareness to coaching -- can make a real difference in classrooms.

The ultimate goal of any staff development program is improved student learning and achievement. The programs included in this document show how staff development leaders are improving their schools through good planning and follow-up activities that contribute to new learning opportunities for students. That criterion -- how the staff development program enhances teacher and student growth -- is one of the major goals of these projects. The districts recognize the importance of staff development and commit resources and time to assure that improvement occurs.

References

Joyce, Bruce R., and Beverly Showers. "Improving Inservice Training: The Message of Research." Educational Leadership, 1980, 37(5), pp. 379-385.

Mertz, Robert J., Ed. Staff Development Leadership: A Resource Book. Columbus: The Ohio Department of Education, 1983.

THE AURORA CITY SCHOOLS DISTRICTWIDE INSERVICE PROGRAM

The city of Aurora is a Western Reserve Community in Portage County, proud of its heritage and building a future. The site of both Geauga Lake Amusement Park and Sea World of Ohio, Aurora remains a quiet suburb of Cleveland with bike paths, family concerts around the gazebo, and neighborhood pride. The Aurora City School District serves the community of 8,000 and has an enrollment of 1482 students. Three schools--Craddock Elementary, Harmon Middle, and Aurora High School--serve both as centers for programs of educational excellence and as centers for community activities.

The community supports a strong college preparatory program as well as vocational training by serving as volunteers and passing levies. The partnership of community pride encourages joint ventures in artists-in-residences, beautification projects, technological projects, and civic projects. An ample tax base supports small class sizes and supplemental programs serving the needs of students of all abilities and interests. Students receive a well-rounded experience of academic rigor, fine arts opportunities, and athletic and leadership training. A "Partnership for Educational Excellence" is the theme appropriate to Aurora and its schools.

Resources

Staff development in Aurora City Schools is under the direction of the assistant superintendent with the direct input of the districtwide inservice committee. This standing committee has one of the building administrators as its chairperson.

Representatives on the committee include a teacher from each building who serves alternating two-year terms, thereby assuring continuity to the program. Non-certified employees are also represented on this district committee and serve a year; these representatives alternate among various positions within the classified ranks.

In the past few years, Excellence in Education, Chapter 2, High Schools for the Future, Teacher Development, Pupil Competency funds, and a Jennings grant have been used to supplement general fund expenditures for staff development. Additionally, by master agreement, $7,000 annually is set aside to reimburse teachers for university or college tuition. The same article in the master agreement also provides for $3,000 for workshops (non-credit) for certified employees. However, staff development support does not stop there. Administrators are allowed one percent of their salary for university tuition reimbursement. Each principal also has a building inservice account from the general fund which he or she may use to attend workshops personally or to send other staff members to workshops.

Monetary support of staff development is coupled with an active substitute program which allows teachers the freedom of participating in many inservice activities.

Ongoing Program Elements

Staff development in Aurora is defined in a board policy which serves as a mission statement. Districtwide leadership objectives provide a focus for building-level inservice plans as well as districtwide activities. A five-year inservice plan correlates closely with curriculum revision and still allows for timely issues to be addressed.

Evaluations are provided in several ways. Needs assessments are conducted by the district inservice committee and are part of curriculum studies as well. Teacher evaluation procedures help to identify personal needs and to give suggested avenues for personal growth. Tied in closely with the needs assessment aspect of the Teacher Development Program is an active evaluation program. Evaluations are part of each activity scheduled by the district inservice committee, thereby serving in part as a needs assessment for the following year. As a member district of the High Schools for the Future Coalition, evaluation has been comprehensive in nature and has facilitated continued foundation support.

Calendar of Activities

The comprehensive and extensive nature of staff development activities in the Aurora Schools can be seen in the inservice schedule for the 1985-86 school year.

Administrator Staff Development

1. Administrator Retreat -- paid by Chapter 2; long-range planning, orientation to master agreement, teacher evaluation, skill development, and curriculum inservice training.
2. University Classes -- administrators took advantage of board support of university classes by enrolling in courses in law, teacher evaluation, leadership, and role improvement.
3. Conferences and Workshops -- administrators attended local, regional, state, and national conferences sponsored by the Ohio Elementary School Principals, Ohio Secondary School

Principals, National Elementary School Principals, Ohio School Boards Association, Northeast Ohio Association of Staff and Curriculum Development, to name a few. Workshops on technology, the writing process, gifted education, legal aspects, as well as other topics were also attended by administrators.

Certified Staff Development

1. Building Inservice -- each building staff has an internal staff development program which served the needs of the particular grade levels and curricular areas. The High Schools For the Future project provided the focus for staff development at Aurora High School. Harmon Middle School had several inservice activities centered on providing for the academically able. Craddock Elementary School concentrated on literature and the writing process as topics for inservice activities. Inservice presenters included local, county, and Kent State University personnel.
2. University Classes -- the budget of $7,000 was expended for reimbursement of college tuition for teachers.
3. Workshops -- teachers attended a variety of self-selected and assigned workshops throughout the year supported by the $3,000 allocation specified in the master agreement.
4. TESA -- teachers participated in TESA workshops sponsored by the Aurora City Schools and attended by teachers and administrators from Streetsboro, Aurora, and Kenston School Districts.

5. Districtwide Inservice Activities -- the annual February inservice day, planned by the district inservice committee, provided sessions on a range of needs including competency programs, drug abuse, motivation, and technology.
6. Curriculum-related Inservice Programs -- at the onset of a curricular study, districtwide inservice training is provided for the study committee which often includes parents. For example, Margaret Kasten, State Department of Education math consultant, provided inservice sessions to the math textbook study committee. John Hug, State Department of Education science consultant, conducted a workshop in process science for the elementary science curriculum study committee.
7. Legal Seminar -- a seminar, conducted jointly by the Ohio Education Association Universe representative and the district-contracted attorney, provided teachers with an update on current legislation, liability issues, and other legal matters.
8. Substitute Inservice Sessions and Orientation -- a series of substitute teacher orientations and inservice programs were held. The orientation was conducted by building administrators early in the fall. Quarterly inservice sessions on a variety of substitute-selected topics followed. Inservice topics included questioning strategies, discipline techniques, and counteracting student pranks.

Non-certified Staff Development

1. Secretaries -- secretaries attended the annual inservice day and participated along with teachers in many activities.

Additionally, secretaries participated in regional and state development activities sponsored by Educational Office Personnel of Ohio and the Greater Cleveland Educational Office Personnel Association.

2. Custodians and Maintenance Workers -- Aurora City Schools sponsored a series of maintenance workshops conducted by Jack Hunter of the State Department of Education throughout the school year. These workshops were attended by head custodians, cleaning personnel, and maintenance men.
3. Cafeteria Workers -- the cafeteria supervisor along with head cooks attended workshops sponsored by the State Department of Education and by commercial firms.
4. Bus Drivers and Transportation Employees -- all Aurora transportation members take part in all annual, required inservice activities. Also, the bus drivers were invited to participate in a Bus-Road-Eo sponsored by the county.

Staff Development Sketch

One noteworthy staff development project scheduled last year was the series of substitute teacher inservice programs. Based on the idea that substitute teachers are a vital part of our quest for educational excellence, a series of substitute inservice sessions was held. In a district like Aurora, where other staff development programs are supported by the use of release time and substitutes, quality instruction from substitutes is vital. The topic selected for the first workshop illustrated the instructional emphasis of the overall theme: questioning strategies. Follow-up workshop topics were selected from needs assessments completed by classroom teachers, administrators, and substitute teachers. These topics included "Discipline--the Struggle for Power and Attention," and "Counter-attack: 13 Ways to Sink a Sub."

Each inservice session was scheduled in three parts: (1) concerns and questions conducted by building administrators; (2) opportunity for substitutes in a particular discipline or level to talk with each other sharing ideas and solutions to concerns; (3) a general program with follow-up. The feedback received from substitutes included these comments:

> "It is great to hear how other subs handle problems!"
>
> "I feel like a true professional instead of a worthless employee."
>
> "The idea presented last time really worked for me in the classroom."

Administrators and classroom teachers noticed an improvement in performance by substitutes and described this as the best year ever with substitute teachers. In fact, the entire project was so successful we have planned the first three workshops for next year based on evaluations and needs assessments. They include the annual orientation, a legal update for substitutes, and a sharing session with regular classroom teachers.

Formats

One successful format used in the Aurora City Schools centers on the belief that adult learners need to see the significance for change, have ownership in the change strategy, and develop the new performance skill over time. In an ongoing three-year improvement of math instruction at the elementary level, a comprehensive program began with key members of a study team attending workshops sponsored regionally and selecting the appropriate supportive instructional materials.

Then a series of workshops was held at the buildings using study committee members as instructors. Teachers accepted the instruction from one of their own, and they often sought that person out as a coach, a supporter, as they tried to implement the new instructional procedures. Conversely, the teacher who served as the local expert studied, prepared, and truly became an expert. But, more important, the teacher-instructor developed a feeling of self-confidence and pride.

These workshops were followed up by "practice time" for teachers to implement the practices. Then a specially designed observation instrument was used as a guide for principals' visits to the classrooms. The post-conference provided one-on-one instruction and feedback on the implementation of the new strategies. These classroom observations were followed up by grade-level meetings with the "expert" to discuss common concerns and successes. The final accountability measure came with periodic review of lesson plan books with evidence of the prescribed procedures.

This comprehensive, intensive, locally developed and instituted staff development program created uniform change closely matching the original goals and objectives. Perhaps, more important, the changes made have continued in the years following the inservice program.

Impact

The Aurora staff development program is comprehensive in that it includes all employees and in that it covers both self-selected and mandatory activities. The employees of Aurora City Schools generally take pride in the degree of professionalism. Low employee turn-over, infrequent labor-management problems, and high staff pride in "jobs well done" are indicators of a successful staff development program.

Improved educational opportunities are a fundamental goal and are documented as another important indicator of a successful program. The cost of this comprehensive program may prohibit some activities in the lean fiscal year ahead. However, with creative use of state, regional, and local resources, ongoing programs established on the five-year plan will be instituted.

Adaptability

Aurora's staff development program is not a method, but more an attitude. The philosophy that staff development is vital to a changing and improving organization is the driving force behind our program. Aurora City Schools is not unlike the corporate giant, IBM, in that it dedicates a significant amount of its human and financial resources for training of staff. Aspects of the program could be easily adapted:

1. Districtwide inservice standing committee representing all employees;
2. Substitute inservice format;
3. State Department of Education Maintenance Workshops;
4. TESA;

5. Model of curricular change--study, train, evaluate, provide feedback, monitor, support;
6. Master agreement funds for classes and workshops;
7. Administrative perk of one percent of salary for professional growth.

Limitations may be found in funds, commitment by those in leadership roles, and philosophy of the district. Recognition of the importance of staff development for improving schools is fundamental. This awareness is the first step.

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ENHANCING TEACHING STRATEGIES THROUGH THE TESA MODEL IN VANDALIA-BULTER CITY SCHOOLS

Vandalia-Butler City School District is a small suburban school system outside of Dayton, Ohio. As are many districts, Vandalia-Butler is experiencing declining enrollment. Currently, the district enrollment stands at 3,582 students with a certified staff of 227. The citizens of Vandalia and Butler Township are very supportive of the schools. Evidence of this fact is chronicled by the recent passage of both a bond issue and an operating levy. The bond issue netted the district a new library, computer center, and sports facility. The operating levy (4.8 mills) enabled the district to continue many fine educational programs.

The district reports less than one percent of any minority group to the state; however, there seems to be an increase of Asian families settling in the district.

The board adopted the following major areas of focus as district goals and communicated them to the public through a brochure:

Curriculum/Instruction
Staff Development
Communications/Community Relations/Public Involvement
Facilities/Service
Policy Review

Most notable for purposes of this writing is the area of staff development. In Vandalia-Butler, the staff development program has equal importance with the curriculum council. The district emphasizes the need for inservice programs to carry out the goals and changes desired by the district.

Resources

District guidelines outline the organization and responsibilities of both the district and building-level staff development committees. The district committee meets monthly. Teacher Development and Excellence in Education funds are governed by this group. They work to prioritize and develop activities for both grants. In addition, each year the district allocates a minimum of $10,000 for staff development expenditures. Indirect costs such as printing, typing, and release time are all available with few restrictions. For example, the program to be highlighted cost the district approximately $6,000 in substitute teachers for a two-year period.

The community supported the new facility by passage of the bond issue. Included in this structure is a conference center where most of our future inservice activities will be held. Of particular interest is the new dining room and kitchen attached to the conference rooms. This will allow the district to offer quality programs in a desirable environment at low cost.

Reflected in both policy statements and goals declarations, staff development is considered a vital part of the operation of the district. The district believes that through staff development activities for teachers, students will grow. The emphasis on the effective teaching for higher student achievement can be seen through activities for both teachers and administrators. The program to be illustrated is starting its third year with advanced training starting this fall.

Ongoing Program Elements

From the conception of the district committee and guidelines, a key element has been to provide solid staff development activities rather than one-shot sessions. Therefore, inherent in our planning has been the goal to include the following components whenever possible:

1. theory
2. demonstration
3. practice
4. feedback
5. classroom application

The area of evaluation has been discussed quite frequently in district staff development committee meetings. The point of heated debate is that of true results. By that, they mean, "How do we evaluate whether or not the inservice activity made a difference in classroom instruction?" Typically, self-report instruments have been used. On occasion, the committee conducted delayed evaluations. Due to a concern for trust, the committee has not delved into identifying test results to match with teacher inservice training. Self-report instruments have been used to check on academic gains.

The district staff development committee typically meets once a month for a half-day. The chairperson of that committee then meets with the staff development consortium (five neighboring school districts and two universities) monthly. Perhaps the strongest component of the staff development process is our membership in SHARES. SHARES is a staff development consortium consisting of five school districts (Northmont, Northridge, Huber Heights, Troy, and Vandalia) and two universities (Wright State and University of Dayton). It was through the consortium that we were trained to develop the basis for our structure and governance plans.

Through this affiliation, districts share staff development activities. Most notable is the one day in March for which we collaboratively plan. Teachers in all the participating districts are then able to select the sessions they want to attend regardless of which district is offering the session. This collaboration allows the districts to offer more programs on the same budget. It is often difficult to address topics for one or two staff members, but the consortium allows us to group individuals with similar concerns.

To accommodate all our needs and to help teachers learn and implement these new ideas, the district called upon two concepts -- the trainer-of-trainers model and quality circles. The trainer-of-trainers model was used in preparing for the district reorganization. A representative group of the staff received intensive training, and they in turn trained their peers. Quality circles were used with the Exemplary Center for Reading Instruction program and with computer training. The circles consisted of a small group of teachers who met monthly to address needs and concerns in these two areas. The circles, without administrative overseeing, would then generate solutions and strategies to solve the concerns. Both trainer-of-trainers and quality circles were effective in addressing teacher instructional needs on a very timely basis and in a most efficient manner.

The committee used typical paper and pencil needs assessments along with interviews to determine objectives. From this method, the major areas of focus for staff development were identified to be reorganization and effective teaching for higher achievement. In order to have voluntary participation, the committees had to be visible, offer good programs, and recognize individuals for participation. Therefore, all staff development opportunities were printed on goldenrod paper and had the staff development logo in the upper right-hand corner.

Staff Development Sketch

When the committee met to discuss the submission of this description, several ideas were mentioned; however, one of our efforts seemed the most successful when reviewing our goals. The project focused on teaching strategies, using Teacher Expectation and Student Achievement (TESA). TESA is a yearlong program consisting of a series of five workshops, which are conducted every other month. The intervals between workshops allow time for implementation of new skills. The district has utilized the TESA program for two years to train our staff. In the fall of 1986, we are offering the yearlong program again. We also have an advanced follow-up program.

TESA is a K-12 inservice program for teachers of all subjects. The program was developed through an Elementary and Secondary Education Act Title III grant and is currently sponsored and supported by Phi Delta Kappa. In a two-year period of time, we have had over a third of our staff involved in an inservice activity that offers theory, practice, feedback, and a support system concentrating on 15 teacher interactions. The program is designed for teachers to observe each other practicing the interactions discussed at each workshop. Consequently, each participant is observed approximately 25 times by their peer team members during the year.

Through the workshops, teachers are trained to use an interaction model involving 15 specific supportive and motivating techniques with all students to improve academic growth. The 15 techniques are presented below:

TESA
INTERACTION MODEL

STRAND A Response Opportunities	**STRAND B** Feedback	**STRAND C** Personal Regard
1. Equitable Distribution	1. Affirm/Correct	1. Proximity
2. Individual Help	2. Praise	2. Courtesy
3. Latency	3. Reasons for Praise	3. Personal Interest and Compliments
4. Delving	4. Listening	4. Touching
5. Higher Level Questioning	5. Accepting Feelings	5. Desists

The TESA program is based upon extensive research showing that teacher interactions with perceived "high achievers" are more supportive and motivating than interactions practiced with students perceived as "low achievers."

The district philosophy clearly states that students will receive individual attention and will all have an equal opportunity to learn at their own rate and style. Therefore, the TESA program not only provided the elements of a strong staff development program, but it also included strategies that have been identified as effective and philosophically in line with our district mission.

As indicated by needs assessments, teachers were requesting programs that dealt with the reluctant learner, motivating the learner, and classroom management. The TESA program synthesizes these areas and provides the theory, opportunity for demonstration of techniques, feedback to the participants and, most importantly, a support system.

Formats

The first step in this project was training the facilitators. Within the district, the following achieved the status of trainers:

Central Office Administrators -- 2
Building Principal -- 1
Coordinator -- 1
Classroom Teachers -- 2

Of the 71 staff trained, nine administrators and the superintendent of schools participated. The district staff development committee has decided that the initial program will be offered again and a follow-up program utilizing the ASCD "Effective Teaching for Higher Achievement" will be offered. Regardless of the material used, the goal is to emphasize effective teaching through a process which includes theory, demonstration, feedback and a support system.

Teachers who participated in the TESA program did so on a voluntary basis. The workshops were held after school. No reimbursement was given for attendance; however, we did offer dinner and an opportunity to obtain college credit if desired.

With six trainers in the district, the workshop presenters were varied. Although not cited in the evaluations, it is the feeling that the teachers enjoyed the variety and particularly the instruction presented by their peers.

The TESA program suggests that each teacher team include K-12 teachers. Teachers can then visit different grades when they observe their teammates. This was of particular interest since the district was in the reorganization process. Teachers were in the TESA program prior to the distribution of transfer letters, and this program provided an opportunity for them to observe in different level classrooms. The collegiality developed by the teams and groups cannot be mentioned enough. The TESA program provided the forum for understanding the activities of other grades, an awareness of different techniques, and an emphasis on research in a positive and safe environment.

It was quite interesting to look at the breakdown of age and experience of the participating teachers. The following chart illustrates that point:

Teaching Experience	1984-85	1985-86
1-5 years teaching	4	2
6-10 years teaching	7	3
11-15 years teaching	9	8
16+ years teaching	24	18

The majority of the participants were the district's seasoned professionals. This is a tribute to the concept of staff development in the district. Teachers are willing to become involved in a yearlong program and trust it will be worthwhile.

The TESA program is not an evaluation program; however, the results of the training carry over to the staff-evaluation process. The Vandalia-Butler district follows a clinical model. Each year, teachers are asked to write goals and a plan of action. Quite frequently, they selected a TESA strategy to focus on in their classrooms. Likewise, the principals quite frequently would focus on some of the 15 behaviors when working with teachers. While the purpose of evaluation is to improve teaching, and the purpose of inservice sessions is to help teachers refine their skills, the TESA program has helped in both areas. It is important to note, however, that the data from TESA observations are not collected for evaluation purposes.

The format of TESA is the essence of its success. The 15 interactions could vary, but the process is necessary. TESA provides the theory (each participant receives a manual with all the research cited), demonstration (at each workshop, role playing or activities highlight the research given), feedback (each team member is observed four or five times a month on the interactions presented), and support (time is provided at each workshop for team members to discuss the three strategies and implementation procedures).

The 15 interactions stressed in the program are clearly considered effective classroom strategies. The strategies can be applied to any classroom setting regardless of subject or grade level.

Impact

The Vandalia-Butler teachers involved in TESA completed a Target Student Information Survey at the conclusion of the program. There were 315 students targeted by the teachers for TESA techniques. Of those 315 students, the teachers felt that 123 performed better than expected. Of that same group, 184 had made academic gains, 16 had improved attendance, and 69 had improved in citizenship.

The teachers evaluated the program also. On a scale of 1 to 5, with 1 representing high and 5 being low, the survey showed that 88 percent of the teachers ranked the program a 1 or 2. Over 65 percent said the program had provided them with applied and functional knowledge and practices, while 85 percent said the program should be continued.

The three motivating and supporting techniques identified as most effective by the group were equitable distribution of response opportunity, wait-time/latency, and delving/rephrasing. The district committee realized that emphasizing just those interactions would have considerable impact and would make a difference in the outcome of our work. Furthermore, the collegiality and understanding among buildings and grade levels have brought the total staff closer together.

The only unanticipated problem was the conflict in observations by having the administrators involved. Because of their schedules, it was often difficult for them to take over a class so their teammates could observe them. However, the initial intent was to improve the administrators' skills, and also to have them persevere in the yearlong project with the teachers. Having the superintendent as a participant added conflicts in scheduling, but the teachers felt his presence and commitment to the staff development project far outweighed the problems.

The one concern the district expressed in the beginning was that TESA is a "canned" program. However, it is possibly the only program with a strong research-based format emphasizing key teaching strategies. TESA made possible the implementation of research techniques proven to be effective. Each district will add different perceptions and perspectives. The important point is that a district have a plan, a process, and implementation strategies that will make the staff better educators.

The format of TESA is its strength. Future programs will need similar formats. It has met the need for a combination of theory, practice, demonstration, feedback, and support.

In recognition of their participation in TESA, the superintendent awarded each teacher and administrator a TESA pin. It is the understanding of the district that this practice is a first.

Adaptability

The description of the TESA implementation as described in this paper is operating on an ideal basis. The cost figures reflect that implementation; however, the program can be implemented in other ways at a lower cost:

Trainers (two are recommended)

Manuals ($25 per person)

Release time for observations
One-half day per person/5 times

Meals/conference room
One dinner per person for five workshops

Using the above figures, the following reflects the cost for last year's program (30 teachers/sub pay $40 per day).

Trainers (previously trained)	$ 400.00
Manuals	750.00
Release time (sub pay)	3,000.00
Meals	750.00
Total	$4,900.00

Trainers within our district present awareness sessions across the state. They do not conduct the actual training for other districts. This should be done by people in the district. Training is available in Dayton, Columbus, and other cities around the country.

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THE FRANKLIN COUNTY/O.S.U. INDUCTION PROGRAM

This staff development project served as a basis for an entry-level program for teachers. Designed to improve teacher education, this project is part of an ongoing collaborative program development effort between five local school districts in central Ohio and The Ohio State University. These five local school districts -- Canal Winchester, Dublin, Groveport Madison, Hamilton and Plain -- are served by the Franklin County Department of Education. These school districts range from approximately 900 students to 4,000 students. All of the school districts are located in either suburban or semi-rural areas. One district in particular, Dublin, is an affluent, rapidly expanding suburban district. The Canal Winchester District may be described as being a more rural -- a farm community. The students that these schools serve vary from a large Japanese population in Dublin to a more Appalachian group of students in Hamilton. The resources also vary from district to district. A program needed to be designed that could function on limited resources so all the five school districts could participate. This program of mentoring was developed and refined over a two-year period.

Thirty-one percent of the mentor teachers had their master's degrees. This was a population of teachers that had an interest in furthering their professional career, and they were selective in meeting their particular needs. Over 50 percent of mentors and beginning teachers had graduated from The Ohio State University and were eager to continue their education there. Boards of education and administrators support the inquiring professional and encourage continued education. Since the schools in Franklin County districts differed in students, programs for students, resources, and number of teacher and administrators, specific district needs were identified.

Resources

The Ohio State University and the Franklin County Department of Education and its local schools committed both human and monetary resources to the project.

Franklin County committed the time of the associate superintendent who initiated and facilitated the program and provided teacher support; consultants who supported and trained personnel; secretarial and printer services; and public relation personnel who promoted the project. A communication system that was already established in Franklin County was used to facilitate the information and to document the project throughout the year.

Mentors were recruited from the local schools. Presidents of the local teachers associations and superintendents or their designees served on the planning committee. The Ohio State University provided a graduate research assistant; a professor, Dr. Nancy Zimpher, who received a National Institute of Education grant for a pilot induction-year program; selected professors to provide the necessary inservice training; and some secretarial help.

Fee waivers to cover the cost of three quarter hours of graduate credit were provided by the Franklin County Department of Education. The university provided funds from the National Institute of Education grant for speakers, conference expenses, and some duplicating and printing costs. The local districts gave beginning teachers, mentors, and planning committee members released time. Local districts also provided physical facilities and refreshments for meetings of mentors and inductees.

Ongoing Program Elements

The Franklin County curriculum staff members believe it is important for people involved to have a sense of project ownership. To accomplish this, a planning committee was organized. This committee copied the Teacher Center model, a former Franklin County collaborative project, with equal representation of teachers and administrators. The committee consisted of superintendents of each district, the presidents of each local education association, and university personnel who were involved in the project. This project included two different groups of teachers that, according to current statistics, wanted or needed some type of inservice training: new teachers who would be entering the work force, and professional teachers who had been in the work force many years. The new teachers (inductees) were defined in four categories:

1) A graduate of a teacher preparation program who is assigned as a certified teacher to a classroom for the first time.
2) A certified teacher who has been on an extended professional leave and is returning to the classroom for the first time in recent years.
3) A certified teacher who was new to the district or new to the building to which he or she is assigned this year.

4) A certified teacher who has engaged in some kind of retraining and who will be assigned to a grade level or content area markedly different from any previous teaching assignments.

The program was designed to address the following questions: What would new teachers be interested in? What would be their concerns and problems during that first year? Could vehicles be determined whereby problems of the beginning teachers could be identified? Could a long-term research agenda be developed whereby this year's induction program could in itself serve as a total needs assessment for subsequent induction program? Because of the university's interest in the development of post-degree programs and the state's interest in the development of entry-level programs, data needed to be collected on beginning teachers that could inform the subsequent development of both these programs.

The planning committee designed and promoted a program to accommodate the overall goals of the project for the pilot year:

1) To analyze existing research on beginning teacher and induction programs;
2) To synthesize existing analyses of follow-up studies which have been conducted in schools, colleges, and departments of education over the last ten years;
3) To synthesizes the syntheses of the research on teacher effectiveness and classroom processes;

4) To develop ethnographic data collection systems whereby beginning teachers, active in our project, can systematically report on the nature of their first year of teaching;

5) To construct classroom observation support systems whereby beginning teachers can identify problems and then engage in data collection and analysis through a collaborative arrangement with mentor teachers in their building;

6) To pilot classroom observations and action research procedures;

7) To develop a viable entry-year program over a two or three year period which could be replicated in other school districts.

Calendar of Activities

The calendar of activities included meetings for three distinct groups: 1) the planning committee who were responsible for the design of the program based upon the results of needs assessments for inductees and mentors; 2) the mentors who were the teachers responsible for the inductees; and 3) inductees.

These programs sometimes met separately. The planning committee met 18 times between August 1985 and June 1986. There were monthly meetings of inductees and mentors. Topics for monthly meetings of inductees and mentors are listed below:

Inductee	Mentor
1. Introduction/Overview Parent Conferencing	1. Mentor Guidelines
2. Classroom Discipline	2. Local District Meeting

3. Reflection	3. Local District Meeting
4. Classroom Management	4. Local District Meeting
5. Organizing the Classroom Environment	5. Optional
6. Motivation in the Classroom	6. Optional
7. Reflection: What's It All About?	7. Optional
8. An Evening at COSI	8. Optional

Sometimes the program needs were similar for both the assessed needs of mentors and inductees. Three Ohio State University courses were planned: The course name for inductees was "Issues and Concerns of the Beginning Teachers"; for the mentors, "Leadership Strategies for Mentors Teachers"; and for the planning committee, "Issues and Processes for Develop-mental Programs for Beginning Teachers."

Staff Development Sketch

The definition of a mentor in this program was an experienced teacher who was a master in the craft of teaching and was personable in dealing with other teachers. A mentor was an empathic individual who understood the need for a mentorship role. This person was selected by administrators who called on teachers to serve, or by administrators' and teachers' representatives, or by the volunteering of teachers who wanted to participate in the program. Care was taken to match mentors to inductees with regards to subject, grade levels taught, and common grounds for affiliation.

Formats

The program planning committee recommended that a one-to-one relationship be established with no more than two inductees being matched with one mentor. A countywide meeting in October was held to explain the program to the mentors. Mentors brainstormed what it meant to mentor. Small groups were formed, and a list from each of these groups was elicited. These suggestions were then duplicated and given to each mentor so they had specific suggestions for helping their inductee. This describes the format of one mentor meeting, which was planned and executed by the teachers from the planning committee.

Another format of a meeting was based on the tabulation of the needs assessment instruments. Both groups, mentors and inductees, expressed a desire for more information on classroom management. The National Institute of Education grant funded an expert, Dr. Carolyn Evertson, to provide inservice education on this topic. Her presentation and materials were then used in subsequent programs to reinforce the strategies teachers learned at this meeting.

The formats varied considerably. Some of the meetings featured a speaker with a specific expertise that teachers requested in the needs assessment. At other times, the meetings were broken down in small groups where participants discussed various problems. Another format consisted of the small groups, which discussed specific problems and concerns and then reported back to the group as a whole. In addition, there were local districts meetings where teachers solved problems about the mentoring and induction process prevalent in their schools.

The eight sessions, which were conducted monthly, are described below:

Session 1
Introduction and Overview; Needs Assessment; Parent Conferencing

In the first session, we conducted some get-acquainted activities and gave a multiple perspective overview of the pilot induction-year project. Speakers included area superintendents, the university project coordinator, and teacher-leaders. At the same meeting, we distributed the needs assessment and ended our session with a presentation on parent conferencing. At this event, we had to choose a substantive idea, like parent conferencing, not from the ideas generated on the needs assessment, but from what teachers on the planning committee reported as a timely topic and one that most inductee teachers were engaged in at this time.

Session 2
Classroom Discipline Techniques

This was a session wherein approaches to discipline were presented in a rather global fashion. The handout that accompanied this presentation is called "Practices that Affect Good Discipline."

Session 3
Reflection Activities; Conferencing; Conference Report Form

This was a practical presentation on a set of materials which we requested that participants complete. The material included an outline for the following activities: the conference report form, a critical event form, the creation of logs and journals, and the one-minute paper. Mentors and inductees were grouped in pairs and given an opportunity to complete samples of each of these forms.

Session 4
Classroom Management Strategies

This session was presented by Dr. Carolyn Evertson, professor, Peabody College, Vanderbilt University. Professor Evertson shared with the group of mentors and inductees her model for classroom management. On another occasion she also trained the project assistant, Brenda Stallion, in the use of classroom management techniques. Subsequently, Brenda has used classroom management as an intervention with 34 teachers in the Groveport Madison Local School District.

Session 5
Organizing the Classroom Environment

This session was presented by Dr. Judith Green, professor, College of Education, The Ohio State University, and focused on establishing motivation through classroom communication.

Session 6
Mtivation Technique

This session was presented by Dr. Charles Galloway, professor and chairperson, Department of Educational Policy and Leadership, College of Education, The Ohio State University, and focused on establishing motivation through classroom communication.

Session 7
Reflectivity: What's It All About?

This session was presented by Dr. Donald Sanders, professor, College of Education, The Ohio State University, and focused on reflection and practice-centered inquiry in teaching. Throughout the academic year, teachers enrolled in courses designed for either mentors or inductees were asked to complete a reflectivity packet. Dr. Sanders discussed how teachers could use this reflectivity packet individually or in groups to improve their teaching practices.

Session 8
An Evening at the Center of Science and Industry

The purpose of this session was to celebrate the survival of the mentors and inductees. A post-needs assessment instrument was administered so that mentors' and inductees' needs could be compared with the pre-assessment instrument completed in September. Also, mentor and inductee teachers were asked to reflect on the yearlong activities of the induction project and complete a written evaluation of improvements for next year. The evening concluded with a dinner and presentation of a red apple lapel pin to each mentor and inductee, which designated their participation in the project.

Impact

This teacher-centered program adapted the requirements of the state standards to provide an entry-level program for teachers. It addressed the needs of new teachers, but it also provided a support system for experienced teachers to update and improve their professional skills. It also offered professional growth thorough a reflective method of looking at what and how we teach and how that teaching affects students. The program supplied teachers with the opportunity to reflect on how their instruction can be improved, especially when questioned by an inductee: "Why did that work for you and it did not work for me?" This inquiring state of mind was conducive to action research, an end product of this program.

The collaboration with the university allowed for real-world experiences that generated questions. The questions could be answered by multiple perspectives as the university interacted with the realities in the classroom. This program provided the university an opportunity to be in the classroom to implement a research project. Teachers felt important because they saw the university looking at what they are doing as valuable. New teachers felt someone was there to assist and to encourage them. A support system had been devised. The exchange of ideas gave the mentors new ways of looking at teaching.

Teachers had the opportunity to promote professional growth among themselves and colleagues. Many friendships were formed. Ideas of what was happening in classrooms were exchanged among the five school districts.

Problems and concerns that were identified in the final evaluation of the program were better program organization; more building and district-level activities; better selection and evaluation of mentors; better definition of roles for both mentors and inductees, and assurance that participation in the program is voluntary; more comfortable facilities for large group meetings; and more involvement of mentors and inductees in planning.

The organization of the program is most important, and the evaluations reflected the need to carefully plan a program that provided for representation on the planning committee from the mentor and inductee groups.

The following comments provided the motivation to improve and continue this program: "Your program is good; don't quit!" "Although we've listed improvements, the program was an asset this year, and it should continue."

Adaptability

This program could be adapted to any countywide service agency or single school district served by a nearby university.

The important components are the planning, the implementing, and the evaluating of the program based upon the mentors' and inductees' assessed needs. As an unique part of the implementation phase, a random sample of teachers was trained in classroom management and another group was trained as observers. Although the original intent of this part of the project was structured for the research of a doctoral thesis, the impact was profound. As teachers received training to observe classroom interaction, they become more effective and resourceful mentors. Beginning teachers trained in classroom management had the vocabulary and a common knowledge to relate more effectively to these trained mentors. Through participation in this type of an entry-year program, the mentors also received inservice training and had the opportunity to experience professional growth.

The cost of this program can be adapted to meet the financial resources of the school district. Where available for staff development, release time can be provided for the teachers. If school districts wish, a supplementary contact can be paid to mentors whose responsibility can be considered as an additional assignment. College credits or continuing education units can be developed as a potential source of reimbursement for people's time and energy.

Members of the planning committee and participants in induction program are prepared to provide presentations to assist other schools in augmenting this staff development activity.

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THE HAMILTON COUNTY CONSORTIUM FOR PROFESSIONAL GROWTH

Located in Cincinnati, the Hamilton County Office of Education serves the county's six local school districts and contracts with most of the other 18 districts in the county for a variety of educational services. Services are often extended to private and parochial schools and reach across county lines to schools in neighboring counties.

Hamilton County school districts have a generally suburban character, with great diversity within that characteristic. They range in size from Northwest, at 10,600 students, to Lockland with fewer than 800. Some of the districts are affluent, others are poor; some are peopled mainly by professionals, and others are decidedly "blue collar." Some districts still maintain a rural flavor, as new housing developments grow up around them. For one small town district, the schools literally provide a cultural hub: everything revolves around school events.

One similarity shared by the districts is that staff members, for the most part, are experienced and mature. Most teachers have at least 15 years of experience and have their master's degrees; there are very few young teachers versed in the newest educational trends and philosophies. In addition, most districts do not provide instructional supervisors for their teaching staff; principals are expected to give this supervision, even though most have not been trained to do so.

Because area school districts look to the county office to provide educational leadership, and because the Hamilton County Office has enjoyed a long history of cooperation and collaboration in many educational areas (particularly special education and special needs), the consortium approach was a natural response when educators identified their common need for teacher and administrator inservice programs. When the office first invited representatives of 11 school districts to meet to discuss the potential of "shared inservice" early in 1982, the response identified four priority needs. These needs have been, or are continuing to be, addressed by consortium programs:

A) Administrative inservice sessions for building principals that focus on supervision of instruction, instructional evaluation, and instructional implementation of curriculum.

B) Secondary English teachers inservice activities for refinement of teaching skills in grammar and composition.

C) Inservice opportunities for teachers of disciplines where enrollment is limited; that is, for example, industrial arts, foreign language, home economics.

D) Inservice training for administrators on how declining enrollment affects curriculum changes.

Resources

By working in collaboration, consortium member districts share expenses, so that programs of high quality can be presented more cost effectively; no one district could do alone what the consortium members can do together. The county office serves a fiscal agent for the consortium. The director of curriculum, who is executive director of the consortium, accepts fees, charges, and payments; pays all bills; and issues statements to consortium members on the management and disbursement of funds. Start-up funds for consortium inservice programs are advanced by the Hamilton County Board of Education, which expects the consortium to be self-supporting. During 1985-86, districts jointly contributed more than $30,000 to support staff development programs presented through the consortium. (This figure does not include individual staff time nor teacher release time.)

Although the director of curriculum and her staff (consultants and operational personnel) at Hamilton County have a major share of responsibility for the consortium's functioning, a central committee of administrators from the consortium's member districts assists with planning, organizing, presenting, and evaluating programs. When appropriate, they may offer district facilities for meetings, as does the county office. In most instances, inservice participants are far too numerous, and programs must be held in commercial meeting facilities.

On the local level, Hamilton County curriculum staff members present programs for individual districts on effective schools and effective teaching, programming for gifted students, minimum standards required by the state, curriculum development, and programs for economically disadvantaged youth, among other topics. The office also works with staff in the six local districts to help them improve instruction through revision of curriculum goals, curriculum development, and selection of appropriate textbooks and teaching materials in all subject areas.

In spite of the current emphasis on "time on task" and keeping teachers in the classroom, districts release their teachers for inservice meetings from one to four days during the school year; the consortium works within that framework to offer staff development programs. Before the formation of the consortium, school districts did not have a single day allotted to administrative training; now all districts release their administrators for three days (a series of three administrative inservice programs is planned for administrators each year). During the 1986-87 school year, consortium districts have agreed to release 150 "lead" teachers and administrators for 10 to 12 days for an inservice workshop with Madeline Hunter.

Ongoing Program Elements

A constitution and organizational structure for the inservice consortium has been developed and approved by the members. It confirms that the intent of the consortium is to provide appropriate short-range and long-range inservice programs for administrators, teachers, and other school personnel.

The Preamble states: "Recognizing the need for continuing inservice, for the exchange of ideas, and for the coordination of effort on the part of all educational sources interested in the betterment of education, we being a Hamilton County Consortium for Professional Growth should be organized; provide inservice education to improve skills, expand subject matter knowledge, plan and organize instruction, and increase professional effectiveness; provide leadership by suggesting new curriculum and instructional approaches, by identifying problems and suggesting solutions;

facilitate inservice activities to introduce, motivate, and maintain innovative programs; and organize and make available information regarding recommended speakers and programs for staff development topics."

There are two major purposes of the association: "To work for the general advancement of education and to provide for continuous communication and information about current resources and programs responsive to individual district needs."

According to the constitution, "The membership shall consist of the school districts of record as of June 1, 1985 (all in Hamilton County, except City of Cincinnati and City of Loveland, including Joint Vocational School District and HCOE, a total of 22). Provisions for additions or deletions to the membership shall be considered through the executive committee. A school district shall become a member upon payment of dues as provided for in the bylaws. Each district shall be entitled to a representative to any of the called meetings with power to vote."

The organizational structure of the consortium has met the criteria for groups offering continuing education units. Graduate credit has also been coordinated through a variety of colleges, including the University of Cincinnati, Xavier University, and Miami University.

Each inservice program is evaluated at its conclusion by the participants and by the districts. The best evidence of the districts' satisfaction with the quality and appropriateness of programs is that they continue to request more, and that they make the necessary financial and time-release commitments year afte-year.

The consortium reflects the spirit of goals set by Hamilton County's Division of Curriculum:

"To develop skills and attitudes in administrators, teachers, and support personnel that will enable them to provide leadership in the development of Hamilton County School Districts' programs, instruction, and curriculum that increase learning outcomes and competencies of all learners through:

a) providing professional development programs that focus on
    1.) awareness of current content trends
    2.) improvement of instruction
    3.) motivation of staff
    4.) curriculum revision
    5.) competency based education
    6.) implementation of graded courses of study
    7.) greater knowledge of appropriate instructional materials and resources
    8.) staff renewal and revitalization.
b) developing, housing, maintaining and/or disseminating materials and resources.

And in another Curriculum Division goal: "To promote consortium and sharing efforts among districts so that all profit from a broader perspective, pooling of resources, and sharing of expertise."

Looking to the future, the director's long-range goals include the establishment of a human resource training and development center for principals and teachers "to assist instructional leaders to refine their competencies."

Calendar of Activities

The Executive Committee, which is composed of representatives of the eligible districts, makes decisions for the consortium; members meet four or five times a year and do needs assessm t each time they meet. Individual members collaborate on program details throughout the year, as necessary. Meetings of the full membership are called by the director; attendance by delegates from at least 25 percent of the member districts is required to constitute a quorum for the transaction of business.

Serving in 1985-86 school year were Teresa Feldmann, assistant superintendent, North College Hill City Schools; Bryan Moore, director of instruction, Indian Hill; Fred LeMay, director of instructional services, Finneytown: Dr. James Boothe, superintendent, Reading; Lloyd Brown, assistant superintendent, Mt. Healthy; Patricia Carr, assistant superintendent, Greenhills/Forest Park; Dr. John Varis, assistant superintendent, Norwood; Cliff Migal, associate superintendent, Great Oaks Joint Vocational School; Donald Gaenge, assistant superintendent, Princeton; and Rollin Goodpaster, assistant superintendent, Sycamore.

In the planning as well as presentation of inservice programs, consortium leaders frequently interact with staff of area universities. Because of the continuing education unit format requirements, every effort is made to provide a year's worth of staff development activities based on a central theme. Administrative program offerings have been subject to rigid organizational and evaluative criteria because of graduate credit and continuing education units awards. However, other consortium programs have been organized, planned, and administered to meet similar standards, and Hamilton County is planning to offer programs to teachers for continuing education unit credit.

Staff development presentations in the past four years, provided through consortium planning and funding, include 76 administrative programs, 17 math, 38 science, 9 health, 27 gifted and talented, 13 foreign language, 25 computer, 16 media, 2 driver education, 5 business, 1 music, 17 English/language arts, 12 social studies, 2 art, 1 industrial arts, 4 reading, 6 English as a second language, 2 home economics, and 1 physical education.

Among the 17 programs in the area of English/language arts, three involved the Ohio Writing Project. The first year, a group of 40 secondary teachers received nine full days of training. In the second and third years, two groups of 40 primary and elementary teachers each received the same number of hours of inservice training. A total of 120 teachers benefited from the Ohio Writing Project.

Staff Development Sketch

Because the staff development offered by the Hamilton County Consortium for Professional Growth is so extensive and varied, it is extremely difficult to choose just one to illustrate the success of the overall program. Perhaps the greatest success of the consortium is that an overwhelming spirit of cooperation and collaboration has developed among the educators of Hamilton County, making it possible for this multifaceted smorgasbord of information to be presented so smoothly and so well. This sense of collegiality has been enhanced by the experience of being brought together to share, and to confirm that they as educators are "all in this together."

One of the things the consortium does most consistently is to expose school personnel to options, making them aware of opportunities: "Here are some things you may want to do." "Here's something on which you may want to focus." The "bottom line" for the office's director of curriculum is "to make schools better for kids," and she believes that has happened and is happening in Hamilton County schools. She asked some administrators who have been active consortium members to describe how an inservice program attended by them or their staff had extended into the classroom.

Content Area Inservice Program in Science

After the third year of successful administrative inservice programs, it was determined at a meeting of the consortium that an effort should be made to develop a similar inservice program for the various major disciplines. Science was selected. The planning, administration, and organization followed a pattern similar to that of the administrative programs.

The district administrators agreed that release time for planning and attendance would be provided, and that inservice offerings would be in the content areas. In other words, experts from the various areas of science would be brought in to reestablish "the cutting edge" for teachers in the content areas. The emphasis would be on "what" to teach, rather than "how" to teach. The inservice date was April of 1984.

Conceptually, ideas ranged from presentations by Jacques Cousteau to Carl Sagan. Though neither of them was available, a full program was presented:

Dr. Holger Windekilde Jannasch, Woods Hole Oceanographic Institute, Woods Hole, Mass., "Chemosynthesis at Deep Sea Hydrothermal Vents".

Dr. Michael C. Miller, "Disturbance Theory, New Technology, and Inhospitable Environments Lead to New Ecological Insights."

Dr. Vinay Kumar, "Teaching Chemistry With Microcomputers."

Dr. Charles E. Hawkins, "Is Space Exploration Worth It?"

Dr. Jonathan Bushee, "Earth -- The Dynamic Planet."

Dr. Nathan Allyn Krumm, "The New Solar System."

Dr. Jerry B. Lingrel, "Genetic Engineering."

Dr. Gene Willeke and Dr. R. Chris Peterson, "Acid Rain and the Effects on Natural Water and Environment."

Dr. Brenton Ernest Haskell, "Aerospace Medicine: Past, Present, and Future."

The program was at the Holiday Inn, Eastgate, which provided a variety of meeting rooms both for small and large groups. Lunch was included as part of the program. More than 100 secondary science teachers attended. The consensus from evaluation ranged from "the best inservice that I have ever attended" to "we need to do this on a regular basis." The key to the success of this inservice program was the cooperation among the districts in allocating time, staff, and resources--especially the spirit of cooperation.

Formats

The intent of the content area inservice program was to reacquaint the busy teacher with current developments in science, in particular areas of interest. Each speaker encouraged discussion, and each was encouraged to provide appropriate handout materials to minimize the need for note-taking. Additionally, district representatives were encouraged to identify exemplary science programs and to share this information with representatives from other districts.

Since the initial science program, additional science inservice activities have been held, culminating on October 17, 1986, in a 12-district science inservice day for teachers of grades 7-12. This is part of a multi-district consortium inservice effort whereby each district hosts a particular subject area, providing greater depth and program offerings. Included in the science program were demonstrations in physics, chemistry, genetics, astronomy, botany, biology, and bio-engineering, and a visit to a nature preserve.

It should be noted that the "spark" for the science effort was the multi-district participation in the NASA communitywide program in 1982.

Impact

Obviously, providing inservice programs which are organized and administered by a consortium for every major subject area increases the amount of administration, coordination, and communication. The benefits include specific programs to meet specific needs, and the involvement of teachers from every district, from every subject area. All of this is coordinated at the county level in terms of release time and financial support.

Adaptability

It takes commitment, coordination, time, planning, and financial resources to provide appropriate inservice activities for administrators and teaching staff. The cost, however, is minimal, considering the specific kinds of programs that are offered and the numbers of personnel involved. It should also be noted that a single district could never hope to bring in nationally known speakers such as Madeline Hunter, Harry Wong, and Gordon Cawelti. Other geographic areas could replicate this kind of inservice activity, provided it has the cooperative leadership and commitment to excellence in curriculum.

(Remarks by Dr. John Varis, assistant superintendent, Norwood City Schools)

Administrative Inservice: Thinking Skills

The conference for administrators on thinking skills was of particular interest to North College Hill City Schools. Knowing in advance that the conference was scheduled for May 2, 1986, the district began last fall to discuss the idea of including thinking skills, and the area of study skills, in their district's curriculum. The administrators were interested in thinking skills and study skills primarily for secondary students.

Formats

There were four speakers for the Thinking Skills program:

Dr. Arthur L. Costa, "Teaching for Intelligent Behavior" and "The Principal's Role in Enhancing Thinking Skills/How Thoughtful Are Your Classrooms?"

Dr. Barry K. Beyer, "Teaching Thinking Skills Across the Curriculum: Implications for Supervision and Curriculum."

Dr. Robert R. Barthelemy, "Creativity and High Performance."

James Bellanca, "Staff Development for Teaching Thinking Skills."

Workshops and presentations were held at the Marriott Hotel; lunch and coffee break were included in the all-day session. Four of the morning workshops were repeated in the afternoon.

Impact

As a result of the information received at the inservice meeting on thinking skills, the North College Hill administrators decided to introduce a study skills program into the junior high curriculum for all seventh and eighth grade students in the 1986-87 school year. They plan to train all teachers of grades 7 and 8, so that these skills are reinforced in regular classes, such as history and industrial arts. They sent teachers to a weeklong study skills program this summer sponsored by Cincinnati Public Schools. They are also interested in moving thinking skills to the elementary level for their "GATE" classes for gifted students.

There is a ripple effect, a continuation of learning about thinking skills, that began with the Hamilton County Consortium program.

Adaptability

The size of the consortium group and the human and financial resources available with such a large group are major factors in the program's success. Another factor is the leadership's commitment to planning programs that meet the needs of a wide spectrum of administrators and decision-makers. The district

congratulated the consortium leaders on the organization of the staff development program.
(Remarks by Teresa Feldman, assistant superintendent, and Dr. Ed. E. Everhart, superintendent, North College Hill City Schools.)

English/Language Arts: Ohio Writing Project

Among the earliest identified inservice needs in Hamilton County Schools were 1) to teach teachers how to enable students (K-12) to improve their general writing skills, 2) to help teachers recognize the need to focus more of their attention on promoting and rewarding critical and creative thinking skills in their students, and 3) to revitalize teachers in the Ohio Writing Project by valuing and rewarding them for being the best-qualified professionals to be coaches and teachers of their teaching colleagues.

The ultimate intent was that these trained teachers would have a significant impact on the training and improvement of teaching composition on the majority of the instructional staff in the county. The Ohio Writing Project recognizes that writing is a process, and that it is a powerful way of "thinking," "knowing," and "learning," for teachers as well as students. This approach replaces the conceptual model of the strict teaching of grammar, spelling, and vocabulary to produce a written product (a student paper). In this newer model, writing is a developmental process which focuses on pre-writing (thinking), writing (categorizing, defining, describing, self-discussion), and rewriting (analyzing, synthesizing, and evaluating).

While the former model for teaching writing was instruction-centered, the new one is student-centered. Students are responsible for discovering and learning what they know and understand through their own writing and thinking.

Formats

The training was organized so that teachers would be enrolled in the Ohio Writing Project through Miami University for 50 hours of instruction in teaching the writing process. Following the instructional period, teachers would be expected to attend a writing laboratory, conducted in 25 two-hour sessions. This arrangement meant that teachers would be able to earn three university credit hours at far less cost than the university would charge for the usual 100-hour, six-credit summer course in teaching writing.

Hamilton County's curriculum director arranged with Miami University to present the Ohio Writing Project for a group of 40 teachers of primary and elementary students (a group of secondary teachers had taken the training the previous year). She designed it so that teachers would give up three days of their own time in the summer, three days of their own time in the winter, and have three release days; they would not have to give up as much of their important summer "retooling" time. They would not have as many hours of training as the university would have given, but the training the consortium arranged (all sessions conducted by Dr. Mary Hayes and Dr. Max Morenberg, co-directors of the Miami University Writing Project) met the needs of these teachers, and illustrated Hamilton County's responsiveness to their needs.

Impact

After they received their training, these teachers presented lessons for their peers, the teachers in their districts. Support groups of teachers in elementary and primary grades were formed, expected to meet periodically, and became a cadre which could provide leadership in curriculum development and instructional improvement for teaching writing to other teachers. Through the consortium, Hamilton County has trained approximately 15 percent of all language arts teachers in the county, and the effort continues. This program is always over-subscribed.

An unfortunate side effect is that teachers now prefer to take the shortened Ohio Writing Project course in their own county, rather than travel to Miami University, which is up to 75 miles away for some teachers.

Future Plans

Administrators

Among future professional development programs of the Hamilton County consortium is a two-week administrative inservice program with nationally known educational researcher Dr. Madeline Hunter. In the first week, participants will be learning those practices of effective teaching that are supported by educational research and are proven to promote student learning. The focus of the second week will be on clinical supervision.

Teachers

Through the encouragement of the consortium, 13 districts in Hamilton County cooperated in presenting a "Shared Inservice Day" for 2,000 teachers in October 1986. Twenty content areas were addressed. The purpose of the event was to increase the teachers' awareness in their particular content areas. Teachers were given a major share of responsibility in planning the inservice program; consortium leaders were responsible for the related administrative tasks.

In addition to those districts which shared the costs and planning of the "Shared Inservice Day," other districts from surrounding counties were invited to send their teachers to the program. They released a number of their staff members and paid a fee for each participant.

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IMPROVING STUDENT WRITING IN THE WEST MUSKINGUM LOCAL SCHOOL DISTRICT

West Muskingum Local School District is situated in Muskingum County along U.S. Route 40, three miles west of Zanesville and 40 miles east of Columbus, Ohio. The school attendance area is comprised of both rural and suburban characteristics, giving the school population much diversity. Three elementary schools, one middle school, and one high school house the district's 1900 students. Over 100 classroom teachers are employed, thus establishing a pupil-teacher ratio that enhances instruction. Support services staff include elementary and secondary counselors; librarians; elementary art, music, and physical education teachers; a speech and hearing therapist; a psychologist; a teacher for the gifted, and several special education teachers. Vocational education programs are available in the district and at the Mid-East Ohio Joint Vocational School.

The administrative staff consists of the superintendent, assistant superintendent, high school principal, assistant high school principal, middle school principal, two elementary principals, and gifted coordinator. Supervision of special education programs and attendance concerns are provided by the Muskingum County Office of Education. The county office also provides leadership in course of study development.

A high degree of professionalism exists among staff members. Personnel are committed to ongoing professional growth activities.

Opportunities for post high-school study is available for students, staff, and community members at Ohio University, Zanesville, and Muskingum Area Technical College, both of which are located in the district. Muskingum College is located 20 miles east of the school district while The Ohio State University is situated 55 miles west of Zanesville. Community members are interested in providing a strong educational program. This support is shown through active participation in parent organizations, volunteering, and through contributions to the academic fund.

The community is surrounded by numerous recreational and cultural opportunities. Situated partially within the school district is Dillon State Park which includes a dam and lake; it provides 1325 acres for boating, swimming, fishing, waterskiing, hunting, picnicking, tennis, camping, and overnight lodging. The Muskingum River runs through the district and offers additional boating and other recreational opportunities. Blue Rock State Forest Park lies 20 miles south of the school community.

The Zanesville Art Center provides opportunities for cultural appreciation and study of numerous works of art. Community members may enroll in art classes at the center.

A municipal auditorium, capable of seating 1960 persons, becomes the setting for numerous performing artists. The community concert organization sponsors such activities.

McIntire Public Library with over 120,000 volumes supports the entire community with educational, research, and recreational endeavors. Two modern hospitals, a municipal airport, radio and television stations, a local newspaper, shopping centers, golf courses, tennis facilities, and fitness centers round out other community resources.

Resources

A designated staff development department is not available in the West Muskingum School District. The assistant superintendent is responsible for the administration of staff development. The systemwide program committee under the direction of the assistant superintendent provides leadership in assessing teacher needs and planning and implementing appropriate staff development programs.

Approximately $25,000 is expended annually for staff development activities. Teachers are encouraged to attend lectures, seminars, workshops, and graduate classes. Ongoing teacher committees are involved in writing units of instruction and other curricular programs such as competency based education. Teacher stipends are paid for such activities.

Commitment for professional growth is expressed through policy adoption by the board of education.

Ongoing Program Elements

The policy adopted by the board of education provides the basis for staff development in West Muskingum. Several years ago the elementary schools in the district organized around the Individually Guided Education (IGE) model. The current instructional program continues to place emphasis on helping students learn at their own pace with instruction tailored to their particular needs. One of the key components of IGE is the organizational-administrative structures that make individualized instructional planning possible. West Muskingum follows these structures, and within this context a meaningful staff development program evolves.

The first level of this organization includes a team of teachers and sometimes other support staff headed by a team leader. The main functions of the team are to plan, implement, and evaluate instructional programs for individual students in the unit.

The second level of organization is the building-administrative component of the instructional improvement committee. This unit is composed of the principal and building leaders. The principal and unit leaders share in curriculum planning, decision making, and coordination of all aspects of the school program.

The systemwide program committee at the district level forms the third level of the organizational structure. District administrators, unit leaders, and high school department chairpersons share responsibility in six areas:

- To interpret district and state policies that affect the educational program.
- To formulate districtwide curriculum goals and objectives.
- To coordinate districtwide staff development needs assessments.
- To plan and implement staff development programs.
- To coordinate districtwide activities that achieve building articulation and continuity of all curricular and instructional concerns.
- To evaluate the educational program.

A written long-range plan has not been developed; however, the needs assessment plan identified specific areas where staff development programs are needed. Implementing some of these programs has begun.

A formal design for program evaluation is not in place. However, the size of the district and the organizational planning units provide ongoing evaluation in an informal nature through dialogue and group discussions. Ultimately, the information generally filters to the program committee in some manner.

Calendar of Activities

The systemwide program committee meets monthly. The instructional improvement council meets weekly. Unit teams meet weekly for two and one-half hours of uninterrupted planning time. Annual needs assessments are conducted.

Collaborative staff development efforts are conducted with the Consortium for the Improvement of Instruction. The consortium is a regional planning organization centered at Ohio University, Zanesville, and is comprised of policy makers and curriculum leaders from area school districts. West Muskingum central office administrators play a vital role in planning and designing staff development projects in the consortium.

Staff Development Sketch

The district made a commitment during the 1984-1985 school year to improve student writing. The origin of this commitment can be traced to arguments made before the systemwide program committee by an assistant superintendent and a high school English teacher. They advocated using the writing process as an instructional tool across grade levels and disciplines. Because so many parallels could be drawn between the writing process and the procedures for delivering an effective lesson, a strong case for a districtwide effort to improve student learning through improved writing was made.

The first step was to identify a core group of teachers interested in receiving training in the writing process and to finance the training with a state subsidy called Excellence in Education. The writing-process training would not only functioned as a response to the district's ongoing interest in meeting individual's needs or as a response to the need for critical skills development. It also functioned as a response to the state's requirement for competency based education in English composition. The ability of the assistant superintendent and the English teacher to see the broad application of the writing process as an instructional tool across grade levels and disciplines was significant. Without that ability, the relationship between the writing process and the district's policy on the professional growth of its personnel would not have been obvious.

As soon as the first group of teachers was identified to receive training in the writing process (all 12 of the teachers volunteered), a training date was set. The first workshop was a rousing success. The reverberations of that success were felt throughout the district because of the nature of the vertical team framework. The impact of the workshop was felt by the vertical teams, intensifying the initial commitment to the writing process.

After the initial 30 hours of training, the three high school teachers, a chemistry teacher, an earth science teacher, a foreign language teacher, and six elementary teachers became advocates of the writing process. They would remain so, influencing other teachers to take the training, and they requested for themselves follow-up activities. As they experimented with the writing process, concerns and questions arose. Time to share experiences in the new approach with those who adopted the process, and an opportunity to meet again with the workshop presenter, was arranged. Beyond this requested reunion, the original core of 12 teachers continued to work together on the development of the district's competency based education program for English composition and on a handbook for the district staff on writing in the content areas.

As a result of the success of the program, a year later teachers continued to express an interest in the writing process; they continue to enroll in the workshops the district is now arranging in the third year. The program has evolved so that there is as much follow-up as there is initial training.

Formats

During the 1984-85 school year, a district commitment was made to implement the writing process to improve student writing in the West Muskingum Schools. Realizing that most teachers had little or no background in this method of teaching writing, the assistant superintendent proposed to the systemwide program committee that a 30-hour workshop be conducted for interested teachers. Using Excellence in Education monies, this inservice program was planned for three weekends in a retreat setting at Burr Oak State Lodge. Through this effort, 12 teachers representing all grade levels received training. Teachers came away from the workshop filled with excitement and determination to change their method of teaching English composition.

After a few months back in their classrooms, having experienced successes and some frustrations, the teachers began voicing the need to meet again for a reunion to share their concerns and successes. An inservice meeting was scheduled and conducted with a workshop consultant.

In the meantime, other teachers began to hear about what was happening in classrooms where the writing process was occurring. Several teachers began asking if another workshop could be scheduled. This was accomplished. During the 1986-87 school year a second workshop was conducted, again supported with Excellence in Education monies. Arrangements were completed to offer three graduate credit hours for enrollment. Given the interest, more than 25 teachers enrolled. Again this workshop was conducted on three weekends. No compensation except graduate credit was offered. Ohio University paid $120 per student, and the district paid $150 each to cover tuition costs.

Under the direction of the assistant superintendent, 12 teachers convened during the week of June 3-6, 1986, to write the English composition competency based education program for the district. Many of the committee members participated in the first process workshop; other committee members were committed to improving student writing.

A competency based education plan in the form of a handbook was developed for all teachers in the district. The committee also developed a two-year staff development plan designed to assist teachers in implementing the writing process.

The impetus for the long-term project arose from the competency based education requirements in the minimum standards. The requirement, coupled with teachers' desire to improve student writing, created considerable discussion at committee meetings. As a result, teachers began addressing issues. Committee members returned to their respective buildings and continued the dialogue with their team members.

Impact

One of the most important outcomes of this project was the impact it had on individual teacher's attitudes in teaching writing. Some were ready for the training and jumped at the opportunity. Others were reluctant. Those teachers who were reluctant to participate found it to be a rewarding and satisfying success. Some participants admitted to having concerns, and yet when the training was over, they acknowledged they had completed the most exciting week in staff development in their lives.

Since the entire framework in the district was devised to better meet the needs of students and staff, it is particularly rewarding to know the project affected its participants in such a way.

There were two outcomes that also exceeded expectations. A competency based education program is now in place in West Muskingum Local Schools. It is based on current research and practice in the field of writing and writing instruction. The assessment of students' writing is now comprehensive and is expected to yield much more useful information about students' writing ability and the extent to which their writing skills have improved. In conjunction with the competency based education program, the initial core of teachers who received the training developed a handbook on writing in the content areas. The objective was to develop a handbook that could stand alone as a guide for any teacher at any level on how to teach writing, regardless of whether one has a background in language arts or the fine arts, science or social studies.

There were also a few benefits that were not predictable. One discovers in a project where enthusiasm is high and real needs are being met that people's hidden talents are exposed. The skill and creativity of an industrial arts teacher, as an example, surprised and delighted many. The follow-through on the initial commitment to improve students' writing led to more long-term planning for ongoing writing-process workshops and a renewed importance assigned to writing by those who teach it. Finally, there was the additional assurance that the vertical team framework to serve staff and students in the district does work well. The framework has been a model on which to build collaboration, and it has proved to be as responsive to needs from within the district as well as those registered from outside. It has proved that there is no more powerful way to produce change, and raise the rate of success among students and teachers, than to give teachers time to plan lessons and assess student progress with other professionals.

In the midst of all of this success, there are a few concerns. Much of the success of this project must go to the consultant hired by the district to conduct the workshops. Many of her ideas had instant application to the classroom; her presentations were sensitive to the learning needs of the participants, and she has been willing to provide follow-up for those whom she has trained. She has been recruited to conduct another 30-hour workshop with teachers anxious to learn about the writing process. Were she not available, concerns about continuity and quality would grow.

There is also the predictable fact that no matter how effectively a program is implemented, there remain those who resist the idea of change. The energy expended on those who are innovative or prepared to follow far exceeds the return on the investment of money, time, and energy in those who persistently resist.

Adaptability

The goal of the district was to train all teachers to be teachers of writing and to implement the writing process in all classrooms. In a rural district that has fewer than 2000 students and a staff of about 100 classroom teachers, such a goal is attainable. In a district considerably larger than West Muskingum Local, the challenge would be greater. But it will not only be a matter of size.

The stability of a school district's relations among staff and administrators, the school board and the administrators, and with the community affects its financial status and the morale of school personnel and students. West Muskingum has not been hampered by poor internal relations and has had a $5,000 Excellence in Education state subsidy to support its efforts over two years. The district has also benefited from an excellent consultant who has had reasonable fees and resides near the district.

The chief intent of the writing-process workshops was to raise the level of success teachers experienced while teaching writing. Any district that prepares to use the writing process as a common denominator by which more teachers will get involved in their professional growth, however, needs to consider West Muskingum's unique situation. Many teacher-led or teacher-dominated teams are in place in the district. A steady degree of collaboration is a way of life. In many respects the appeal of the writing-process workshops has been linked to the ease in which the workshops were publicized through first-hand accounts. Ultimately, the chief concern must be whether a district can find a cadre of teachers committed to the writing process as a means of mutually benefiting their students and themselves.

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MOTIVATION TO EXCEL STAFF DEVELOPMENT: A SCHOOL LIFE STYLE IN NORTH OLMSTEAD CITY SCHOOLS

North Olmsted is a suburban community of about 36,000 people. The city is located 15 miles southwest of Cleveland within four miles of Cleveland Hopkins International Airport. The median income in the community is $27,782, and 3.4 percent of the population is below poverty level.

The work force profile indicates approximately 11.7 percent employed in secretarial-clerical jobs; 10.9 percent sales; 24.5 percent manufacturing and trades; 2.1 percent education; 6.9 percent health services; 39.5 percent business and professional; and 4.4 percent fall in the "other" category.

Social and service organizations include the Kiwanis, Rotary, Chamber of Commerce, Town Club, a strong recreation program, varied church affiliations and activities, and a variety of other clubs and organizations. There are also several colleges and universities close by; plus the work, social, and cultural advantages associated with the resurgence of the Greater Cleveland area.

Today there is an excellent working relationship among the schools, government, businesses, and organizations within the community. As recently as four years ago, this relationship was at best tenuous. A tremendous decrease in enrollment (from 1972 with 8,200 students to 1986 with 4,600 students) triggered unwelcome changes including reduction-in-force and the closing of schools.

During the period from 1976-1982, the image of the schools suffered severe setbacks due to 15 consecutive levy defeats followed by the passage of a levy and then a teacher strike. Since 1982 the schools have worked hard to regain both the trust of teachers and credibility within the community. Thanks to the support and efforts of staff, students, parents, and the community, the North Olmsted Schools have risen to a position of prominence locally and throughout the state and at times the nation. In 1986 two international awards were presented in the district.

The North Olmsted City School District consists of five K-5 elementary schools (three open area and two traditional buildings); one 6-8 middle school; and one 9-12 comprehensive high school. District enrollment is 4,600 with 290 certificated and 212 non-certificated staff members. The per pupil expenditure for the 1985-86 school year was $3,539.

Basically, the North Olmsted Schools have in place outstanding programs to meet the needs of every type of learner. Those currently functioning effectively include the Early Prevention of School Failure; K-8 gifted, talented, and enrichment programs; special education including SBD, LD, ALP/DH; K-high school computer programs, with keyboarding for all fourth graders and word processing for all fifth graders; high school Advanced Placement courses; the option of on-site college courses; a high school mastery learning pilot program; K-12 guidance including CARE and CAP; career education; and Title I and Title II programs. In addition, there are strong intramural activities as well as 19 varsity sports, bands, orchestras, and multiple other co-curricular and club activities.

There are parent support groups for virtually every aspect of school life including PTAs, a parent service group, North Olmsted League for the Education of the Gifted, Eagles Boosters, Soccer Boosters, Hockey Boosters, Drama Boosters, Band and Orchestra Boosters, and LD and SBD support groups. Each of the seven schools also has excellent volunteer corps who donate thousands of hours in support of students and teachers.

The North Olmsted Schools also have the benefit of over 20 years in team/cooperative teaching under a continuous progress philosophy. An excellent teacher evaluation system based upon the Madeline Hunter material is also in place.

These descriptions, supported by on-site testing data and other records, indicate that North Olmsted is a dynamic district. There are many teachers and students who excel. That is one side of the coin.

On the other side of the coin is a very harsh reality which all schools must face: there are staff and students who do not excel or even come close to their potential. Many perceive themselves as average and go through the paces of schooling day in and day out: they have okay days. They have not learned that "average" can lead to dynamic achievements. Others are almost totally debilitated by their attitudes and lack of self-esteem and self-confidence. It is the belief of the North Olmsted Schools that unmotivated and uninspired staff and students are a great loss to society and particularly to education. The building of self-confidence, self-esteem, and attention to human dynamics which unleash human potential must become a focus in education.

The goal of the Motivation to Excel project is to become among the best at motivating and inspiring people to excel. The hallmark of outstanding organizations is their ability to inspire extraordinary performance from ordinary people. Motivation is the key to extraordinary performance for both teachers and students.

Resources

The major thrust of teacher development in the North Olmsted Schools is that such development must be a school life style. The majority of what is being done has to do with collegial and individual development, the sharing of ideas, involvement in decision making, creative problem solving, and self-actualization. Team and cooperative planning time are essential, but dollar resources are minimal.

Other supportive elements of the program include substitute pay for release time for individual teachers to attend conferences and workshops and for committee work; sometimes school visits are helpful; sometimes state and local conferences and seminars are valued; funds for building teams to set up inservice programs are available; funds for area and state speakers are available; State Department expertise is often tapped; national conferences may be attended by presenters. In addition, district membership in the Cleveland State University-based Greater Cleveland Educational Development Center has resulted in excellent staff development opportunities for teachers. Included are institutes, workshops, and the collegial sharing of ideas among teachers and administrators within the consortium. A Martha Holden Jennings teacher development grant also helped considerably; the board of education matched the Jennings grant with in-kind support for a $10,000 teacher mini-grants program. Excellence in Education and Teacher Development funds also supported the program. The state allocations account for $13,326; the Martha Holden Jennings Foundation Grant added $8,000; and district support was about $47,500. The essence of the project could be carried out with state allocations alone if necessary.

There are no special facilities required. Key roles in the project are in the hands of the building-leadership teams consisting of the principal, counselors, and teachers. All seven leadership teams are trained together each summer to share ideas and the results of the building-by-building staff development needs assessments. Each team then works in collaboration with colleagues to set building goals for the year and takes the leadership in establishing building-level inservice activities. Central office staff serves as support for the leadership teams and sees that district needs are tied in.

Another integral part of the Motivation to Excel program deals with administrative development. Vision, leadership, staff support, and knowledge of the components of effective organizations, motivation and attitude research, and components of effective supervision and teaching are essential.

Ongoing Program Elements

The staff development phase of the project, linked to the goal of becoming among the best at motivating and inspiring students and staff to excel, is ongoing. The mission statement and projected outcomes will remain the same.

Cooperative teaching K-7, the development of strong collegial departments 8-12, Motivation to Excel building-leadership teams, the teacher mini-grants program, and increased efforts toward teacher recognition will also remain as key elements of the program.

In addition, student motivational techniques will continue as a focus of every subject area update and inservice program. The building of pride, self-confidence, and self-esteem will permeate all that is done with students.

Looseleaf expandable handbooks containing ideas that work, professional articles, and other references that show promise in the quest to motivate and inspire students are in progress and will be ongoing.

A particular focus on ways of motivating average kids has been initiated. Enrichment activities, competitions, and awards are in progress and will continue.

Secretaries, bus drivers, noon-aides, cafeteria workers, custodians and all other support staff are part of the project, too. They can be proud, dynamic contributors to the success of kids and the organization.

Motivation to Excel touches staff members in positive ways through workshops, building activities, and the awards-of-distinction program which honors exemplary teachers, administrators, support staff, and community persons at every board of education meeting during the school year.

Parents also need help with the development of positive habits and attitudes in raising their children. They can also learn to be better motivators for both teachers and students.

There are also numerous ways businesses, organizations, and the community can continue to support the project. Illustrations in the staff development sketch show the types of activities, projected outcomes, and how those outcomes will be evaluated.

Administrative development as it relates to organizational growth and self-renewal will also be ongoing. Organization analysis of attitudes and motivation form the research base for the Motivation to Excel project. The Organization Perception Questionnaire developed by Dr. Ernest Schuttenberg at Cleveland State University has been administered to each school staff and serves as baseline date. The questionnaire is a validated discrepancy model needs assessment that deals with elements linked to organizational health. While this instrument was not designed specifically for schools, it is effective in that it generates feedback on how each staff perceives their school. "What is" versus "what ought to be" in areas such as involvement in decision making, self-actualization, sense of identity within the organization, adaptability, and desire for and use of feedback are measured.

Not too surprisingly, data from the first questionnaire reflect what teaching organizations across the nation are saying. The greatest areas of concern related to involvement in decision making and those items related to individual development. Herein may be a significant key to educational reform. Just as effective teachers believe in their students and their ability to learn, effective administrators must believe in teachers and their ability to teach and lead. The empowering of teachers who work together to meet student needs is paramount to the success of the Motivation to Excel program.

The plan is to administer the perception questionnaire at the end of the first, third, and fifth years of the project. First year results are in, and they are fantastic. The project is making a difference.

Calendar of Activities

The timeline for the first year of the project is outlined below:

June 14, 1985	Motivation to Excel Leadership Team Seminar -- Dr. Joe Rogus
August 26, 1985	Introduction of the Motivation to Excel project to entire staff -- Convocation Day.
September-June	Building-level Motivation to Excel staff meetings, inservices activities, and parent meetings.
January 21, 1986	District Inservice Day Focus: Teacher Development and Student Motivation -- Dr. Joe Rogus, Nancy Johnson, Dr. Doug Sebring, and others.
September-June	Board of education meetings featuri awards of distinction, exemplary teacher and student projects, and mini-grant winners.

The times and dates of individual building meetings, planning sessions, and inservice meetings were available through each building.

Staff Development Sketch

The Martha Holden Jennings grant is included to illustrate the 1985-86 staff development phase of the Motivation to Excel project. In addition, materials are presented on seven elements:

1. Prospective long- and short-term goals and projected outcomes.
2. Goals of the board of education relating to the Motivation to Excel project.
3. 1985-86 building-leadership goals and action plan format.
4. Spring 1985 (repeated in 1986) survey.
5. Mini-grants format.
6. Employee/citizen recognition program.
7. Format to stimulate community support.

The Proposal

Motivation and inspiration must become a focus of staff development in the schools. We have paid a great deal of attention to curricula and programs to meet student needs, but the best textbooks and curriculum guides lose effect in the hands of unmotivated and uninspired staff and students. The road to motivated and successful students must first be paved by the road to successful motivation and inspiration of staff. Most of our inservice programs are geared to "how to" presentations related to subject area updates. While these are important, teachers are even greater in need of motivation, inspiration, and help to excel in student motivation.

The plan will help all of our staff attain a higher level of awareness, expertise, and ownership in the quest for increased motivation and inspiration for themselves and their students. The project will also provide impetus for creating far more opportunities for students and staff to stand out and be the best. In addition, it will provide more settings in which people throughout the organization and community can blossom, develop self-esteem, and be excited participants in a dynamic school system. Positive perceptions and actions should replace many of the debilitations that render people incapable of helping themselves or others.

The originality of the project emanates from a study of successful business management literature. Motivation is a key issue. Without motivation, successes are greatly diminished. Value-driven organizations, and the need for increased attention to human dynamics as well as goals that have the potential to unite and inspire an entire work force, appear to be key elements for success. We agree. We intend to apply much of what we have learned to an educational model.

This project will begin on June 1, 1985, and end on September 1, 1986. The project director will be Dr. Nancy Truelson, assistant superintendent. Evaluation of the project is specifically described in the objectives. Generally, the keys that will spell out the degree of success are linked to attitude change, documented personal and professional growth, and a list of the projects and ideas created by the staff to motivate both staff and students. There will also be a record of parent and citizen contributions. This project has the potential to serve as a model for other districts. Dissemination activities are also described in the objectives.

The people who are aware and excited about this project represent a cross-section of staff and school and community organizations with proven leadership abilities. With the support of the Martha Holden Jennings Foundation, we believe we have a powerful base for an exemplary program.

Project Summary

It is our belief that the unmotivated and uninspired are our greatest loss in education; they are also our greatest challenge in terms of both staff and students. Motivation to Excel is a staff, student, and citizen involvement project focusing on motivating staff and students to become the best they are capable of being. The hallmark of outstanding corporations, businesses, and organizations is their ability to inspire extraordinary performance from ordinary people. This must also become the hallmark of every school and every educator.

We do not believe the problem of the unmotivated and uninspired will be solved by longer school days, higher pay, or stepped up curricula. The solution is more likely to be found in the dynamics of an inspired staff supported by turned-on parents, community members, and business people. We believe we can learn to excel in the motivation of staff and students. Teachers need more support and recognition from administrators, parents, and the community along with a powerful inservice program to increase their success as educators and thus the success of students. The goal of this project is to kindle a winning spirit among our staff, students, and community, and to excel in producing more winners and celebrating the winning.

The North Olmsted Schools are requesting $10,000 from the Jennings Foundation and will allocate $5,000 of our state inservice monies in support of the staff development aspect of this project. In addition, the board of education will fund a $10,000 mini-grant program for staff projects designed to motivate students. High expectations, high achievement, and particular attention to doing more for youth who are "average" or the 70 percent in the middle will be a focus.

The project will have four basic objectives: 1) staff development, support and recognition; 2) developing parent awareness and support; 3) rallying community and business support in areas such as student and staff recognition, creating contests and challenges for average kids, and 4) setting up and running the mini-grants program to inspire, motivate, and challenge more students to excel.

The total staff of 297 certificated educators and 212 support staff plus all of our students (4,790) will take part in this project.

The projected outcomes of the program are 1) a value-driven organization that takes on a distinctive competence based upon pride, commitment, and our ability to motivate staff and students to excel; 2) improved staff and student morale; 3) more dynamic classes for students; and 4) higher standards and achievement for each person (staff, student, parent, citizen) who becomes more motivated and inspired as a result of this project.

Prospective Long-and Short-Term Goals

Participants will:

- ... become aware of the need for increasing motivational expertise.
- ... know various characteristics of motivation.
- ... become aware of and develop strategies for motivation of self and others.
- ... develop target behaviors which require motivation.
- ... develop a support-team approach to motivation strategies.
- ... identify resources and commitments necessary for increased levels of motivation.
- ... increase commitment to focusing on positive aspects of the educational environment.
- ... provide an educational environment conducive to maximizing talents and abilities.
- ... be cognizant of the accomplishments of individuals and groups within the organization and provide recognition for these accomplishments.

Projected Outcomes

1. A value-driven organization that takes on a distinctive competence based upon pride, commitment, and our ability to motivate staff and students to excel.
2. Improved staff and student morale.
3. More dynamic classes for students.
4. Higher standards and achievement for each person (staff, students, parents, citizens) who becomes more motivated and inspired as a result of this program.

To achieve these outcomes, four objectives were identified. The chart below describes how activities and outcomes were linked to objectives:

OBJECTIVES	ACTIVITIES	OUTCOMES
1. To introduce the Motivating Students to Excel program; to create teacher-leadership teams to implement the program systemwide; to permeate all subject area inservice training with motivational techniques designed to raise student aspirational levels and help more students succeed.	1.1 Discuss the project with the staff development advisory committee consisting of teachers and administrators from each school.	1.1. Advisory committee reactions and suggestions listed. Roles and tasks defined in writing.
	1.2 Work with staff development advisory committee to create, administer, and tally a staff development needs assessment.	1.2 Completed needs assessment survey by June 6. This will also serve as a benchmark to measure changes.
	1.3 Establish building-level and department-level teacher-leadership teams. Provide a summer workshop to present the rationale, goals, and objectives of the project as well as work with theories and studies involving student motivation. Work together to define the tasks of the leadership team.	1.3 Building-level teacher-leadership teams ready to carry on the project in September.
	1.4 Launch the project at the August systemwide convocation. Bring in excellent speaker to rally support.	1.4 Challenged and inspired staff interested in becoming involved in the project.
	1.5 Work with building-level and department-level teams to plan inservice sessions for their teaching staff for the 1985-86 school year. Provide consultant help and stipends to teachers for approved inservice activities.	1.5 Specific teacher and administrator designed building-level inservice programs to be implemented throughout the school year.

OBJECTIVES	ACTIVITIES	OUTCOMES
	1.6 Plan and implement (with teacher leadership) inservice day activities. Motivational speaker. Consultant sessions and meetings.	1.6 Further motivation for staff. Sharing of ideas.

EVALUATION OF OBJECTIVE 1 -- ACTIVITIES 1.1 - 1.6

At the completion of each activity we will evaluate the project and determine whether we are accomplishing our goals in all areas (teacher support, teacher-leadership development, inservice, and community interest). If there are weaknesses, we will find and implement solutions.

OBJECTIVE	ACTIVITIES	OUTCOMES
2. To record completed activities and create looseleaf, expandable handbooks written by teachers for teachers on successful student motivational techniques.	2.1 Record completed activities. Set up ways of learning about and recognizing excellent, workable ideas within the schools or departments.	2.1 Written feedback from all seven schools. a) Lists of activities b) Write-ups of workable classroom ideas.
	2.2 Create district *Motivation to Excel* handbooks for: a) K-5 teachers/students b) Middle school teachers/students	2.2 Handbooks created by practicing educators for practicing educators. Sharing the best of what we have learned within the district and with other educators across the state and nation.
	2.3 Challenge staff to share their project successes with local media, and at professional meetings, and in professional journals.	2.3 Teacher/student recognition. Stimulating other districts to consider similar efforts. Plans for 1986-87.
	2.4 Where do we go from here?	2.4 Plans to continue the project for the 1986-87 school year.

EVALUATION OF OBJECTIVE 2 -- ACTIVITIES 2.1 - 2.4

There will be a districtwide survey/evaluation of the project. In addition, the outcomes of each objective will serve as indicators of the success of the project at the building, department levels, and districtwide.

OBJECTIVE	ACTIVITIES	OUTCOMES
3. Setting up and running a mini-grants program for teachers to inspire more students (particularly from the 70 percent in the middle) to excel.	3.1 Work with teachers and other certificated staff to create all elements of the mini-grant program.	3.1 A school board supported $10,000 mini-grant program to foster student motivation. Numerous 1985-86 grant projects from the following: 1) building level; 2) departmental; 3) grade level; 4) team; 5) individual teacher, guidance person, librarian.

EVALUATION OF OBJECTIVE 3 -- ACTIVITY 3.1

Evaluation to be determined by the mini-grant advisory committee. The objectives, activities, outcomes, and evaluation of the projects will be documented in as meaningful and brief a form as possible.

OBJECTIVE	ACTIVITIES	OUTCOMES
4. Rallying parent, community, and business support in areas such as student and staff recognition; creating contests and challenges for average kids.	4.1 Through existing publications -- principal bulletins, school newspaper sent citywide, PTA newsletters -- get out information on the Jennings project and seek parents and business persons interested in helping with individual school projects.	4.1 List of support persons at each school.
	4.2 Present programs on student motivation for parents at each school to let parents know what the staff is doing to increase student motivation. Parents need ideas on student motivation and goal setting; they also need ideas on how to be more supportive of teachers in recognizing the fine things done in their classrooms.	4.2 Parents will be more knowledgeable and hopefully more helpful with student motivation. (It will be a beginning we must build upon.)
	4.3 Involve parents in doing more to recognize teachers both informally and formally for the fine things they do for students.	4.3 A list of teacher recognition activities from all seven schools.

OBJECTIVE	ACTIVITIES	OUTCOMES
	4.4 Continue to work with business persons and community people to increase their involvement in the schools in ways such as a) sponsoring contests and challenges focusing on average students. and speaking to students about successes; b) helping to develop and set up an Academic Fair with 60-70 percent of the entries being from average ability students; c) recognition of outstanding educators; d) other -- an open-ended challenge to come up with ideas.	4.4 Help, challenges, and recognition for staff and students.

EVALUATION OF OBJECTIVE 4 -- ACTIVITIES 4.1 - 4.4

A list of challenges, projects, recognitions, and awards will be compiled by the staff development committee. This objective will also be evaluated by the total staff as part of the summative evaluation process.

OBJECTIVE		ACTIVITIES		OUTCOMES
5.	Dissemination of project objectives, outcomes, and evaluation to educators, PTA organizations, and other groups throughout the county, state, and perhaps the nation.	5.1	Presentation at spring 1986 Jennings-State Department Conference.	5.1-5.4 A disseminated exemplary project of value to all who believe, as we do, that unmotivated and uninspired staff and students are our greatest challenge in education.
		5.2	Presentation at the fall 1986 Ohio School Boards Association Conference.	
		5.3	Fall 1986 presentation of the project countywide through the Cleveland State University Developmental Center.	
		5.4	Feature in Martha Holden Jennings Foundation *Pro Excellentia* 1986.	

Formats: Action Research

The action research phase of the project on staff attitudes and motivational development is documented by 1985 and 1986 Organization Perception Questionnaire results. Forest Elementary and North Olmsted High School were chosen to illustrate two different successes.

The Forest School profile shows a totally self-actualized staff where there are no significant differences between perceptions of "what is" and "what ought to be" on all ten subcategories of the Organization Perception Questionnaire. Forest School has strong collegial teams and individuals who are very adept at building on one another's strengths; the school is also extremely success-oriented in terms of staff, student, and parent development. Forest was one of 210 public elementary schools named as exemplary in the national recognition competition sponsored by the Federal Government.

The high school profile illustrates the most dynamic one-year turnaround in the district. The new principal, Dr. Dianna Lindsay, found the building "lacking in goals, committee structure, self-confidence, a mission, teacher efficacy, and opportunities for student responsibility. It was clearly evident that many components of effective schools research were not in existence; however, it was equally clear that the potential was there."

Assessment indicated that needs existed in establishing a sense of identity; widely understood goals; personal expression of goals; and overall involvement in decision making. North Olmsted

High School has taken on the philosophy that motivation and staff development must be ongoing life styles with vigor and commitment. After one year, organizational growth has been significant in every area measured by the questionnaire. Teacher and student pride may not show in the research data, but they certainly are evident at the school. The success of Forest School and North Olmsted High School embody the success of all seven schools.

The questionnaire will be administered again after the completion of the third and fifth years of the project.

Impact

If one believes that teacher and student motivation is the key to educational reform, then one believes in the potential of projects such as Motivation to Excel. North Olmsted is an effective school system, yet there are wide ranges of differences in staff expertise and development, self-actualization, and involvement in decision making among the seven schools. Each building profile is unique and reflects the particular strengths and weaknesses in organizational health as perceived by the staff. One striking conclusion from the data is that in buildings which have strong team/cooperative teaching (collegiality), the categories of involvement in decision making, self-actualization, and sense of identity are higher and closer to "what ought to be." Larger schools where these relationships are more difficult to build have wider discrepancies between perceptions of "what is" and "what ought to be." These schools also had the most vocalized negative attitudes in the district. At the end of one year, debilitating attitudes have decreased, and each school is a step or two or three closer to "what ought to be" as perceived by the staff.

The purposes of the Motivation to Excel project continue to be 1) to motivate teachers to become self-actualized, involved leaders whose individual and collegial efforts inspire the best for themselves, their profession, and those they teach; 2) to change the district concept of staff development from something done to or for teachers two or three times a year to the concept of staff development as a building life style. Effective schools research supports this concept of staff development in addressing these elements:

1) Strong collegial leadership and shared vision emanating from the principal and teachers.
2) Clear goals and values shared by every member of the organization.
3) A great deal of teacher autonomy relating to the attainment of goals.
4) A sense of collective responsibility.
5) Creative collegial responses to problem solving.
6) Good teachers and recognition of good teachers.
7) Parent and community involvement.

Today schools must make the development of teacher leadership a priority; that happens as staff development becomes a daily life style. Motivated, knowledgeable teachers working collegially are proud, dynamic people who constantly share ideas and better ways of teaching and motivating kids. There is no better form of staff development.

The last and equally important purpose of the Motivation to Excel project is to learn individually and collectively all we can about student motivation. This year there have been victories reported from each school. We must continue to build on these successes.

The major benefits from the program: debilitating attitudes are decreasing for both staff and students; motivation, the building of self-esteem, self-confidence, and a winning spirit are increasing. Together we are making a positive difference.

The problems in getting the project functioning to its full potential in all buildings were anticipated. Some people wanted things to be different, but at the same time they personally did not see a need to change. It takes time to change "I can't" attitudes to "I can and we can" attitudes. This continues to be the challenge.

Another significant project goal is to work together to build a staff development model that both teachers and administrators can take pride in. Teacher leadership and the empowering of teachers are critical reform issues. Every school district must find positive ways of addressing these issues. Teachers have tremendous untapped potential. They, too, have visions of "what ought to be," and they are the ones who can make it happen.

Adaptability

This project is adaptable. There are elements and ideas which can be shared. The project also has networking possibilities with others who believe that staff and student motivation are key elements of educational reform. It also has great potential for changing teacher roles and the image of the teacher and the teaching profession.

This project is not adaptable for the faint of heart, dyed-in-the-wool believers in the self-contained classroom. Those who believe that one teacher can be all things all day to 25 students with diverse needs and learning styles are tied to a different vision. The Motivation to Excel vision requires a commitment to team or cooperative planning time and flexibility which allows for change. This project unleashes ideas; teachers plan neat things which may not always fit schedules. Secure, visionary administrators can make it happen.

Costs, time, and training are variables that depend on the resources of each district. The program can flourish in any school where the vision for change exists because the major components are human potential and interaction. Changes are linked to attitudes and the way teacher potential is developed and used. For this type of project, where there's vision and a will, there is a way.

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A LEARNING STYLES PROJECT IN THE FINDLAY CITY SCHOOLS

Findlay, Ohio, is a city of approximately 40,000 people located in the northwestern quadrant of the state. Findlay has a very diversified industrial and business base but is perhaps best known as the international headquarters of Marathon Oil Company. Other major industries located within the community include Cooper Tire and Rubber Company, Dow Chemical Company, RCA, Whirlpool Corporation, Kodak, Centrex, Ball Metal Container, Owens-Illinois, and O.H. Materials Company. The community attracts a very diversified population and offers a unique challenge to the educational enterprise.

These major companies expect a very high quality of educational services for their employees and families in return for their tax contributions. The schools have delivered a program with which the community is apparently pleased, as indicated by a recent marketing survey performed by Findlay College. In ratings of community services, institutions, and social and economic conditions, 81 percent of the respondents gave the schools positive marks. The school's rating was exceeded only by financial institutions, which were viewed positively by 82 percent of the sample.

The Findlay City School District is composed of approximately 6,600 students, 450 certificated staff, and 250 classified staff housed within 15 buildings: one high school, grades 10-12; three junior highs, grades 7-9; 10 elementaries, grades K-6, and one special needs school, grades 7-12. A wide range of programs are tailored to meet the needs of all students, including the educationally and physically handicapped and the talented and gifted. Findlay has served as a center for special education services in Northwest Ohio, currently offering special education programs for over 180 children from 44 districts in eight counties. The district has also served the migrant population of Northwest Ohio by operating an exemplary summer program for approximately 125 children of migrants. Findlay has for many years had a comprehensive high school, including vocational programs. During the past year the Findlay schools and 14 surrounding districts have organized a vocational education consortium, the Millstream Career Cooperative, which opened in August 1986 with approximately 100 students attending Findlay High School from the 13 other districts.

These programs reflect a strong commitment by the board of education; the administrative, teaching, and support staff; and the community to educational excellence.

Resources

Staff development activities are interwoven into three major organizational units: (1) building-level administration; (2) K-12 curriculum development for general, vocational, and special education; and (3) a districtwide staff development committee.

Building principals' job descriptions require that they annually plan for inservice programs according to staff needs at the building level. These programs are usually presented at staff meetings before or after the regular school day. Topics cover a very wide range, with emphasis changing from year to year to complement both district and building annual goals. Typical sessions have included such subjects as meeting the needs of gifted students in the general classroom, classroom management, instructional materials updates, computer-assisted instruction, integrating writing into content areas, and implementing competency-based education programs. Building-level inservice sessions are often designed to help staff prepare for the implementation of new curriculum requirements.

The district's K-12 curriculum development process includes inservice meetings prior to writing a new curriculum and also as a part of curriculum implementation. Curriculum committee members experience inservice training designed to update the group about recent research findings and innovative practices in the content area which they are studying. This training is provided either by outside consultants or by expert teachers and administrators within the district. These sessions occur on days when the committee is provided release time for curriculum work. The knowledge gained through inservice sessions provides direction for revision of the content area curriculum.

Subsequent to the completion of a given course of study and the adoption of new materials, inservice training is provided for principals and staff members who will be implementing the new program. These sessions are usually presented at grade level or department meetings held after the regular school day. However, when a new curriculum represents a significant departure from past practice, release time for inservice training is provided to accommodate the learning of teaching skills required by the curriculum change.

Inservice programs to accommodate curriculum change have been presented in a variety of formats. When the 1983 language arts revision included a major shift to teaching writing as a process, all elementary teachers and secondary English teachers attended a release-time, full day of inservice training on research about the writing process and its implications for teaching and evaluating compositions. These sessions were presented to one grade level per day; and, in addition, principals attended a similar full-day session on the same topic. During the first year of this curriculum implementation, building principals also scheduled several building-level inservice sessions as follow-ups to the initial writing inservice sessions.

This past year, the math curriculum revision included the use of math manipulatives to teach math concepts. Again, this represented a significant change from past practice in our district, so staff development was provided, but in a different format from the language arts inservice session. A consultant was hired to conduct a one-week summer workshop for two teachers and the principal of each building; there were 39 workshop participants, with all elementary and junior high buildings represented. Teachers were paid a stipend for this work. Teachers who received summer training are now training the rest of the teachers in their buildings about using math manipulatives.

Additionally, the consultant is scheduled to return for a week in the spring while school is in session to teach demonstration lessons in our classrooms and to coach teachers using the new techniques. These demonstration lessons and coaching sessions will be videotaped so that all district teachers may use them as models.

One area of curriculum development has had a continuing emphasis in staff development since the late 1970s. The evolution of computer applications has required an ongoing program of staff development to meet the district's changing needs as we have grown from basic machine awareness to some relatively sophisticated applications of this technology. Early staff development activities were geared only toward those teachers who demonstrated a particular affinity for computers; recent inservice activities have been designed to meet all teachers' needs. Inservice programs have, therefore, varied over the years. Recent typical inservice sessions include beginning and intermediate Logo workshops, software updates in most K-12 content areas, word processing for teachers' personal use, word processing as a composition tool for students, robotics in industrial arts and vocational areas, and computers as classroom management tools.

One particular computer curriculum project has had spin-off implications for the staff development program. Three years ago the district's computer committee wrote the first draft of a K-12 course of study for computer education. This committee offered 15 Apple IIe computers, printers, and a software allowance to buildings that could demonstrate, through detailed proposals, promising methods of implementing the new computer curriculum. The idea was that these methods could then be replicated in other buildings. Two elementary-level proposals were funded, one at Benjamin Franklin School, the other at Jefferson School.

The Benjamin Franklin proposal was directed by Dee Tucker, a teacher recognized across the district for her expertise in computer use. The thesis of this proposal was that effective staff development would be the primary factor affecting implementation of the computer curriculum. Among other provisions of the proposal which addressed student activities, weekly inservice sessions were scheduled to be led by Ms. Tucker. In the 45-minute period before students entered the building every Thursday, teachers learned about the computer. Computers were placed in each classroom, and Ms. Tucker directed the inservice sessions over the public address system. Teachers could make mistakes during these session in the safe and private environment of their own rooms; they could practice the week's skills at times convenient to their own schedules; and they could ask questions at any time, since Ms. Tucker was always in their building, available as a coach. During the week of faculty conversations between sessions, Ms. Tucker was able to gauge the readiness of staff for new concepts and skills.

As the year progressed and teachers became comfortable with the computer, the format of these inservice sessions was changed depending on the objectives of the session. These objectives were, of course, taken from the course of study the entire project was designed to implement. Occasionally all machines would be placed in the library for large group work, or numerous small groups could bring their computers to one classroom to work together. In sum, the year-end evaluations of both staff and student progress toward the computer curriculum objectives showed exceptional achievement. Clearly, this project's success reinforces contemporary adult learning theory and staff development research. It also underscores the positive results which can occur when curriculum innovation and staff development are solidly tied together.

In addition to organizing staff development at the building level and in conjunction with curriculum development, a districtwide staff development committee oversees inservice needs which cut across levels and disciplines. This committee establishes staff development goals, acts in an advisory capacity to the assistant superintendent to provide direction for the use of staff development monies, plans the two districtwide inservice days, considers inservice pilot programs, and creates strategies to address the results of inservice evaluations and needs assessments.

The staff development committee is made up of 14 administrators and 30 classroom teachers; it is chaired by the assistant superintendent. The group is very large to provide representation of all buildings, grade levels, content areas, special and vocational education areas, and support personnel such as tutors, aides, and classified staff. Ensuring that all staff needs are voiced, this broad representation also provides the staff development program full access and cooperation throughout the district in terms of human resources, equipment, and physical plants. This 45-member committee of the whole meets three to four times each school year to consider broad policy, programs, or procedural topics. If an item is endorsed by this group, it is submitted to an appropriate administrative level for approval. The actual planning and implementation of policies, procedures, and programs are accomplished by small subcommittees made up of persons from the larger committee. Several examples illustrate the role of the subcommittees.

Two years ago in a meeting of the larger group, concern was expressed about the improbability of any long-term effect at the classroom level resulting from our traditional professional inservice days. We had normally followed the format of a large opening convocation with a motivational speaker and then a potpourri of concurrent one-hour sessions; from which participants chose to attend three or four sessions. The large committee agreed that this format facilitated only an introduction to ideas, with little chance for substantive professional growth. A subcommittee was charged to investigate other staff development models and propose alternatives.

This smaller strategy group then reviewed Ohio Department of Education, Division of Inservice Education literature, and proposed that the staff development program should be guided by the following:

1. It should permit staff members to tailor staff development to meet their individual needs.
2. It should provide flexibility to staff members.
3. It should make staff development an ongoing process.

4. It should make learning and change more probable in the classroom by enabling participants to take part in each of the steps in the learning process, including awareness, guided practice, independent practice, and application.

5. Contemporary research in adult learning indicates that adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.

6. Research has shown that adults' orientation to learning is life-centered. Therefore, the appropriate units for organizing adult learning are life situations, not subjects.

7. Research has shown that experience is the richest resource for adults' learning.

8. Adult learning theory indicates that adults have a need to be self-directing.

9. Research has shown that individual differences among people increase with age. Therefore, adult education must make provisions for the differences in style, time, place, and pace of learning.

Based upon those ideas, the staff development committee agreed that we would try to design an ongoing series of professional inservice days which would accommodate awareness, guided practice, independent practice, and application of some instructional strategy that would likely improve all teachers' abilities to meet student needs in their classrooms every day. The series of 4MAT inservice days described later resulted from that goal.

To provide more flexibility, individualization, and self-direction for staff members in their inservice programs, another subcommittee volunteered to design yet another alternative to the professional inservice day format. Their work over the past year has resulted in an inservice pilot now being implemented. This project is called PRO, or Professional Renewal Option. Its format is that participants may attend a series of three two-hour after-school workshops on a single topic (accommodating awareness, practice, and application) in place of attending an inservice day. Topics for PRO workshops are based on a needs assessment administered the previous year.

That staff development needs assessment provides another illustration of a subcommittee's work. In searching for program alternatives, the large staff development committee discovered that previous inservice group surveys had identified staff preferences for topics, but had not determined preferences for format, length, and time of year. Thus, a subcommittee was formed to design, administer, and compile the results of a districtwide staff development needs assessment. This instrument provided a background profile of staff, including years of experience, teaching assignment, and types of most recent college training; ratings of the productivity of different inservice formats, for example, half-day, full-day, building level, district level, visits to other districts or industry; a rank ordering of preferences for various inservice topics, including subject area updates, teacher stress, computer applications, general instructional strategies, and student discipline; an assessment of the effectiveness of previous inservice presenters, for example, motivational speakers, outside consultants, sessions led by local teachers, college professors; and a survey of staff interest in attaching continuing education units to qualifying inservice programs. Results of this needs assessment were presented to the large staff development committee, which concluded that these results can serve as a planning guide for the next two or three years.

These long-term needs assessment results will be used in conjunction with evaluation forms which our district uses immediately following all inservice sessions. All participants rate choice of topic, preparation and organization, content, method of delivery, handouts or audio-visual aids, and applicability on a four-point scale following any inservice activity presented in the district. These results are analyzed by the staff development committee.

In general, the staff development committee members perform any tasks that are necessary to carry out the program. These tasks are so varied they defy definition. Committee members may poll their buildings for ideas, staple inservice flyers, pick up a presenter at the airport, design a new program cover, attend a state conference to bring back new ideas, review staff development research literature, or clean the coffee pot after an inservice session. This committee is the key element in our district's staff development program.

Resources

Financial support for the ongoing staff development program comes from a variety of sources. Annual local appropriations for inservice activities vary from $6,000 to $10,000; the bulk of these funds is used for the two professional inservice days.

Release time is provided for curriculum committees, including staff development activities of the committee; this local funding is generally about $10,000 annually.

State funding also supports the staff development programs. Of course, all Ohio Department of Education Teacher Development funds and the majority of Excellence in Education, Pupil Competency, and Title II funds are spent for staff development. Approximately five percent of the district's Chapter 2 funds are allocated for staff development. In addition, grants from the Northwest Ohio Education Association have provided $800 annually for staff development.

Finally, the staff development program is supported through cooperative arrangements with colleges and universities. A cooperative agreement with Bowling Green State University provides the district reimbursement for some staff development consultant fees in partial exchange for the university's placing student teachers in our schools. For the past four years, a portion of an Ohio Board of Regents grant to school districts in Hancock and Wood counties and Bowling Green State University for an Early English Composition Assessment Program has been devoted to staff development. This year a cooperative program with The Ohio State University School of Music and the Findlay City Schools music department includes not only performance exchanges, but also the university's providing inservice sessions for our music teachers. Our own local Findlay College professors have provided many inservice sessions for our teachers at no cost.

Special staff development projects are sometimes supported by the Findlay community at large, business and industry, and by organizations at Findlay High School. Last year, the high school's National Honor Society funded a luncheon for all senior high school social studies teachers attending a one-day, release-time inservice workshop. This fall, the Findlay Kiwanis club fully funded the district's drug education coordinator's weeklong training in Minnesota so that she can now train all of our elementary teachers in the Project Charlie model. CODA, or Citizens Opposed to Drug Abuse (a volunteer organization), obtained grant funding for a weeklong summer training of core teams of staff in all four secondary buildings to implement the community intervention model. Businessmen in the community have fully funded Project Business in our junior highs through Junior Achievement; they provided inservice training for teachers in this program. Whirlpool Corporation has annually provided summer inservice sessions for home economics teachers and resources for social studies teachers to use to teach economics. The Dow Chemical Company has, on many occasions over the years, provided materials and inservice training for our science teachers. Ball Metal Corporation periodically provides staff development activities for industrial arts teachers. Individual physicians have often provided inservice for teachers in health and science. In general, the Findlay community members are strong school supporters, and this support is frequently demonstrated through staff development provided for teachers.

In addition to providing staff development activities locally, the district encourages participation in professional development activities held outside our district. Annual local funding for professional conferences ranges from $15,000 to $20,000. In calendar year 1985, for example, the district supported attendance of 91 teachers, 22 administrators, and 17 classified employees at regional conferences. State-level conference attendance included 147 registrations for teachers, 53 for administrators, and 21 for classified employees; and 4 teachers, 11 administrators, and 2 classified employees attended national conferences.

Ongoing Program Elements

The staff development program is designed to help accomplish the philosophy statement of the board of education: to provide students the best learning opportunities possible within the resources of the school and community. Clearly, personnel constitute the single most critical resource affecting students. Therefore, it behooves the district to encourage continuing professional and personal staff growth, which is the overriding goal of the entire staff development program. Our board of education members are strong supporters of the staff development program; a majority of them regularly attend inservice sessions.

This board of education commitment to the staff development program has been governed by board policy for many years. However, the policy statement had not been revised for several years, and the staff development committee felt that the policy statement should be updated to reflect current practices and directions the committee saw evolving. A subcommittee drafted a policy revision, gained approval of the larger committee, and proposed this revision to the board of education in June. The revised policy emphasizes the value of human resources and lifelong learning for staff. Key statements address the following areas: (1) decision-making by representatives of those persons affected by the staff development program, (2) provisions for both periodic and ongoing programs to meet long-range and short-range goals, (3) the need to blend institutional and individual needs through staff development, (4) the need for building-level staff development programming, (5) the desirability of utilizing our own teachers to teach others, as well as outside consultants, (6) the importance of staff members' attendance at conferences, workshops, and professional meetings outside the district, and (7) the importance of release time for professional growth activities.

Immediate impact of all inservice programs is measured by checklist evaluation forms. Participants' evaluation of the long-term impact of various staff development programs is reported in one part of the needs assessment instrument. Long-term impact is also measured by both principals' and supervisors' observations of actual classroom practices. Principals in our district are required to spend 25 percent of their time in supervision of instruction; they are thus in an ideal position to provide feedback about both the classroom impact of inservice programs and areas where they see a need for staff development. Likewise, the elementary and secondary supervisors' prime function is to observe classroom instruction in order to provide resources needed and to monitor the appropriate use of board-adopted materials and courses of study. In the course of these duties, supervisors also evaluate the long-term impact of staff development projects and help identify potential topics for inservice programming. Representative elementary, junior high, and high school principals and both supervisors serve on the staff development committee, ensuring a communications vehicle for their observations of inservice needs.

A major factor in the cohesion of Findlay's staff development program is its location in the district's chart of organizational responsibilities. Staff development is interwoven into principals' responsibilities and into curriculum development; it is administered through the large staff development committee representing all special interests in the district. All of these components report directly to the assistant superintendent, who can apply a districtwide perspective in matching resources with needs, whether the needs involve finance, facilities, resource people, release time, scheduling of sessions, complementarity with another district need, or the approval of the superintendent.

One aspect of the staff development program which may be unusual is the continuity of membership on the staff development committee. Because plans for fall inservice sessions must begin in the preceding spring, some continuity is desirable to achieve planning and implementation consistency. Therefore, each spring staff development committee members are given the option of serving again the next year or choosing not to serve on this committee. Most members have chosen to stay on this committee;

probably two-thirds have served for at least three years. This phenomenon has provided continuity of purpose, an understanding of the problems inherent in any attempt to meet the needs of approximately 475 individual staff members, a concomitant willingness to innovate in an attempt to improve the staff development program, and a source of new ideas as new members join the committee.

Calendar of Activities

The following programs were coordinated through the district's staff development committee and the assistant superintendent. Inservice programs organized at the 15 buildings are not included.

1985

August 15 & 16	Administrative inservice: Workshop presented by Dr. Milton Peters and Mrs. Carol Peters whose goal was to enable participants to acquire introductory knowledge of the Osborn-Parnes creative problem-solving model and its applications to the educational setting.
August 23	New teacher orientation. Goal: Participants become aware of district personnel and services available to help them in their new assignments.
August 28	Presentation by Northwest Ohio Educational Technology Foundation staff. Goal: Library-media specialists and library aides learn about

	resources available and tape duplicating procedures.
September 4	Repeat of August 28; alternate presentation date to accommodate staff schedules.
September 11	Bowling Green State University, College of Education, Office of Field Experiences staff presentation to cooperating teachers. Goal: Participants learn procedures and become comfortable in supervisory role.
September 12	New teacher orientation. Presentations by supervisors as follow-up to August 23 session. Goal: New staff members review information from August 23 and have opportunity to address problems occurring early in their first year.
October 7	Districtwide professional inservice day for all certificated staff. Format: Motivational speaker, Mrs. Pat Vivo, at opening convocation. Participants then attended three 90-minute sessions chosen from 42 concurrent sessions offered. Of these, nine sessions were presented by experts from our community, 18 were presented by local teachers, and 15 were presented by outside college or university consultants. Teachers were paid a stipend for extra preparation time required outside the school day. Topics included seven sessions about family/school interrelationships chosen

	to complement the Ohio Department of Education's 1985-86 Year of Family Involvement in Education; six sessions about reading chosen to complement new curriculum that year; six sessions on composition chosen as follow-up to previous years' curriculum emphasis; eight sessions on general classroom methodology; nine sessions about content area topics chosen to match participants' interests; three sessions about computer applications chosen as ongoing curriculum emphasis; two sessions about personal concerns of stress and time management; and one administrative full-day session to introduce them to 4MAT system in preparation for rest of the year's inservice program.
October 30	New teacher orientation. Party given by supervisors to celebrate teachers making it this far without getting "spooked." Goal: To help new teachers feel a part of the system; cohesion.
November 6	Staff development committee meeting. Goal: Review evaluations of October 7 professional inservice day and plan for upcoming 4MAT sessions. Needs assessment, board policy

	revision, and "alternatives" subcommittees were appointed as a result of large group discussion.
November 14	Full-day, release-time introduction to the 4MAT System workshop presented by Bud Henderson to the team of teacher-leaders from each building. Goal: Teachers develop plans to try in their own classrooms using 4MAT model.
November 15 & 16	Project WILD inservice. This is optional training open to K-12 teachers about an interdisciplinary approach to wildlife awareness. The program objectives are approached through a variety of learning activities based on right/left brain and learning styles research. The program was developed by the Western Regional Educational Laboratory and is endorsed by the Ohio Department of Education and 33 other states. The district funded training of two teachers at the state level so they can train our teachers. This program complements both our ongoing curriculum emphasis on outdoor education and staff development 4MAT program.
1986	
January 23	Computer inservice training for secondary special education areas. Goal: To acquaint teachers with new software appropriate for

	secondary Learning Disabilities, Hearing Impaired, Severe Behavior Handicapped, Orthopedically Handicapped, Adjusted Curriculum, Multi-Handicapped, Developmentally Handicapped, and Communications Disorders students.
January 30	Computer inservice session for high school science teachers. Goal: To acquaint teachers with new software appropriate for Biology I and II, Chemistry I and II, physics, and environmental studies.
February 5	4MAT building-leadership team inservice program. Format: half-day, release-time 4MAT follow-up presentation by Bud Henderson. Goal: Teachers have opportunity to be coached in solving problems occurring as they tried 4MAT in their classrooms; building teams of two teachers and principal plan for their presentation the afternoon of February 14 inservice day.
February 10	Findlay High School social studies inservice arranged at building level; release time provided by high school funds; consultant fee provided by central office; lunch provided by National Honor Society; topic: implementing their new curriculum.

February 17	Professional inservice day for all certificated staff. Morning full-staff presentation by Dr. Bernice McCarthy about the 4MAT system. Goal: Participants learn about research upon which 4MAT is based, understand the 4MAT model and its implications for teaching; observe Dr. McCarthy modeling the 4MAT system in her presentation. Afternoon building-level sessions led by each building's 4MAT leadership team comprised of two teachers and the principal, who had been trained November 14 and February 5. Goal: Participants worked through several sample 4MAT lessons practicing its application, interacted with teachers who had already worked with the model in their classes.
February 18	Staff development needs assessment distributed to all staff members in the district.
February 19	Early English composition assessment project training. This was the third year our district has participated in this project which complements the district's curriculum emphasis on composition. This session trained 65 teachers and professors from Bowling Green State University and 19 school districts in Hancock, Wood, and Lucas Counties to evaluate compositions holistically. Eight teachers from Findlay participated.

February 22	Computer inservice program for industrial arts teachers at Oak Harbor. This session taught computer applications appropriate to our industrial arts courses and complemented ongoing curriculum emphasis.
February 26	Completed staff development needs assessment forms returned by mail to curriculum office for subcommittee to tally and analyze.
February 28 & 29	Project WILD inservice. Repeat of November 15 and 16 sessions for another group of teachers.
March 4	Staff development committee meeting. Topics: Evaluations of February 17 inservice day and implications for follow-up; needs assessment results reported. These two together resulted in plans for follow-up in October by content area; assistant superintendent to contact Excel for 4MAT follow-up sessions.
March 6	Computer inservice session at Donnell Junior High; software updates in various content areas; a segment of ongoing computer inservice program.
March 6 & 7	Follow-up early English composition assessment. Participants practiced grading junior-level papers holistically and diagnostically; directed by Kathy Hart, Bowling Green State University.

March 20	Administrative inservice program at Findlay College; awareness session to increase principals' understanding of English as a second language for students; directed by Dr. Jean Nye, Findlay College, with national consultants brought in.
April 9	Northwest Ohio Educational Technology Foundation inservice program for high school science teachers; ongoing update about resources available for our science courses.
April 12 & 19	Half-day Saturday training in holistic evaluation; part of annual training prior to grading of competency based education writing samples; stipend paid to 40 participants.
April 18 & 19	Project Learning Tree inservice program provided by Hancock County Park District. Learning Tree is the original program from which Project WILD evolved; part of our district's ongoing effort to improve outdoor education; goals similar to WILD with emphasis on appreciation of the natural world, especially trees.
April 18	Final session of the year's early English composition program. Full-day, release-time inservice program for selected English teachers in which participants worked in small groups to practice steps of developing good composition

	assignments; each group produced original assignments which are being compiled into booklet published for the entire group.
April 23 & 24	After-school optional inservice work provided as 4MAT follow-up by elementary and secondary supervisors. Discussion and coaching related to problems teachers were experiencing in applying 4MAT model.
April 30	Staff development committee meeting. Assistant superintendent reported on contact with Excel; outline of plans for next October 6 approved; alternatives committee reported with outline of professional renewal option which was revised by large group; alternative group directed to implement, following October inservice next year; board policy revision approved.
May 16	Project WILD inservice program. Repeat of previous session for a new group of teachers.
June 9-13	Workshops for principals and two teachers from each elementary and junior high on use of math manipulatives, led by Dr. Linda Sheffield,

	Northern Kentucky University; stipend paid to teachers. These people will share the training with their building's staff during 1986-87 school year. This inservice program is part of preparation for new curriculum implementation. Follow-up activity is planned for spring 1987 with Dr. Sheffield.
June 10 & 11	Secondary reading teachers inservice program by Dr. Robert Cooter, Bowling Green State University; this is part of three years of development and refinement of secondary reading curriculum in which participants developed thematic units. Follow-up anticipated for summer 1987 to evaluate these units and develop more thematic units.
August 18, 19, 21, 22	Reading Recovery inservice training for Chapter 1 reading teachers; cooperative early reading intervention training provided through Ohio State University and Ohio Department of Education; training site was Lucas County Office of Education; stipend by local funds; segment of ongoing curriculum emphasis in reading program new in 1985-86.

August 21	Inservice program for all teachers in Hearing Impaired program; session developed and presented by local curriculum committee that wrote new course of study. Session was to prepare all teachers for implementation in 1986-87.

Staff Development Sketch

To increase the probability that our districtwide professional inservice days would result in improvement at the classroom level, that is, increase student learning, the staff development committee began planning during the spring of 1985 for new inservice formats. We were trying to move away from short, one-shot, superficial concurrent sessions which we perceived as having little long-term impact. We wanted to move toward an ongoing and focused program which would include provisions for teachers to become aware of a theoretical foundation; modeling or demonstration; and opportunities for practice, feedback, and coaching. We operated under the assumption that most teachers had experienced a need and were motivated to learn new techniques which would help their students learn. Finally, we believed that the chances of accomplishing our goals would increase if we could focus change at the building level, assuring a natural support system for teachers exploring new techniques.

Because we were planning inservice days for the entire certificated staff, as well as some classified personnel in support areas, we looked for a broad focus applicable to any grade level or type of student being served. The idea was for the staff development program to provide teachers a better understanding of some aspect of student learning. Therefore, we identified learning styles as an appropriate focus for this program, and chose to study Bernice McCarthy's 4MAT system as our vehicle. The choice of this particular model was based upon several staff development committee members' positive experiences at regional and national conferences led by Dr. McCarthy and upon study of her publications.

The program was designed to present another tool for teachers to add to their teaching repertoire. The idea was to give teachers another choice in working with students, a model to adapt to their classes, not a rigid prescriptive system. We followed Bernice McCarthy's statement about the meaning and intent of 4MAT:

> "4MAT is an open-ended teaching method. It is designed to raise teacher awareness as to why some things work and other things do not. It is adaptable to the developmental level of the students, the content being taught, and the artistry of the moment. If, at any time, or, in any way, 4MAT becomes a hindrance to the authority and efficacy of the teacher, its use should be reconsidered."

This staff development program was designed to provide teachers more options in their choices of how to teach any given content. Our teachers are not required to use the 4MAT system per se; the project was intended to increase understanding of how students learn and to enable teachers to accommodate different learning styles in their lessons.

Formats

Once those purpose and goal decisions were made, the staff development committee designed a format to accomplish the goals.

This planning was done in consultation with Howard (Bud) Henderson, Associate Director of Excel, Inc., the Illinois-based consulting firm which Dr. Bernice McCarthy directs.

Initial plans included activities to be accomplished during the 1985-86 school year. As the project evolved, the staff development committee also extended this focus into the 1986-87 school year.

Part I: Administrative Support; October 7, 1985

During this professional inservice day of traditional potpourri concurrent sessions for teachers and support staff, all district administrators attended a full-day workshop led by Bud Henderson. Mr. Henderson provided the theoretical base of the 4MAT system, modeled the system in his presentation, and provided opportunities for participants to practice this system while he offered feedback and coached them. The workshop used audio-visual and group activities illustrating the model, and much dialogue and interchange among participants.

The workshop attained the goals of the staff development committee: to assure administrative support for the inservice project upcoming for the full staff; to provide principals with the knowledge and skills required to lead implementation; and to include principals in planning for implementation during the rest of the year.

Part II: Identification of Building-Level 4MAT Leadership Teams; November 1, 1985

Taking into consideration their understanding of the 4MAT concepts and the year's inservice plan following the October administrative workshop, building principals identified leader-teachers who, along with the principal, would form a 4MAT leadership team for each school. Following their own training, this team would act as their entire building staff's trainers. The intent was that teachers would be teaching teachers. It was important to hold the selection of teacher-leaders until this point in the project. Principals had time to digest the concepts and understand the task, enabling them to match teachers with the task.

To accommodate various numbers of faculty in the different buildings, principals identified two leader-teachers in each elementary school, three in each junior high, and six in the senior high. Taking into account secondary-level assistant principals, the senior high team consisted of ten people, the junior high teams of five people, and the elementary teams of three people. The special projects building team consisted of one teacher and the principal.

Part III: Inservice Training of Teacher-Leaders; November 14, 1985

A full-day, release-time workshop with a college credit option was led by Mr. Bud Henderson for the building teacher-leaders. In total, this was a group of 33 teachers. Again, Mr. Henderson explained the theoretical base of the 4MAT system, modeled the system in his own presentation, and provided opportunities for participants to practice applying the system while he offered feedback. The workshop used professionally prepared audio-visual and print materials, large and small group activities, and a great deal of interchange among participants. This workshop was differentiated for teachers in that more practice lessons were accommodated, and additional materials, focused on teacher concerns, were provided.

In addition, at the end of this session, teachers were to plan a few lessons trying the model in their classrooms, knowing that a follow-up session was scheduled for early February--thus providing an opportunity for help with questions which might occur along with classroom application. The district had also purchased copies of 4MAT books which were distributed at the end of this workshop, providing an additional resource for more in-depth study if teachers needed it prior to planning their own 4MAT lessons. These books were provided for each building team: The

4MAT System: Teaching to Learning Styles Using Right/Left Mode Techniques by Bernice McCarthy; 4MAT in Action: Creative Lesson Plans for Teaching to Learning Styles Using Right/Left Mode Techniques, edited by Bernice McCarthy and Susan Leflar; and 4MAT and Science: Toward Wholeness in Science Education by Bob Sampler, Bill Hammond, and Bernice McCarthy.

Part IV: Follow-up Workshop for Building Teams; February 5, 1986

The building teams, including teacher-leaders and principals, attended a one-half day release-time follow-up workshop led by Bud Henderson. In this workshop teachers discussed their attempts at 4MAT application in the classroom and got feedback from each other and Mr. Henderson about their questions.

Then the building teams planned for their building-level presentation scheduled for the afternoon portion of the February 17 professional inservice day. Bud Henderson coached groups as they did this work. Each team shared its plans with the whole group, so people could build upon each other's ideas. Mr. Henderson also provided feedback about the plans.

Part V: Districtwide Professional Inservice Day; February 17, 1986

In a three-hour morning presentation held in the high school auditorium, Dr. Bernice McCarthy addressed the district's entire K-12 administration, faculty, student teachers, and classroom support personnel, a group of about 500 people. Dr. McCarthy modeled the 4MAT system. She provided the research base for the system; administered The 4MAT Survey, guiding participants in identifying their learning styles/hemisphericity preferences; and explained the 4MAT cycle of instruction, which appeals to four major learning styles in turn and alternates through left and right information-processing techniques.

This overview presentation was followed by afternoon sessions conducted in each building by the 4MAT leadership teams of teachers and principals, in which plans developed at their February 5 session were implemented. Of course, each building team had designed a plan to fit its own staff, but the goal for each team was to shift the morning's theoretical presentation to the level of classroom application. Most teams guided their faculties in discussions of characteristics of students favoring different learning styles, and the resultant implications for instruction. Typically, the leadership teams demonstrated a lesson using the 4MAT cycle of instruction and provided opportunities for staff members of participate as students in these lessons.

Following this professional inservice day, the leadership teams continued to act as a support system for teachers as they began to experiment with 4MAT cycle lessons in their classes.

Part VI: Evaluation of the Project; March 4, 1986

At its March meeting, the districtwide staff development committee studied evaluations of the 4MAT professional inservice day. The morning presentation by Bernice McCarthy was rated excellent or good by 95 percent of the participants. Teachers' comments included:

> "Really enjoyed it! Am anxious to plan new aspects into my lessons."
>
> "Very interesting. Would like to know more."
>
> "Excellent! Very well done! Very informative!"
>
> "Would like to know: Does environment or heredity affect quadrants? Hemisphere dominance? How?..."
>
> "I feel a lot of this is experimental and theoretical. Can they back this up with hard facts?"

Similarly, the afternoon sessions by the 4MAT leadership teams were rated excellent or good by 89 percent of the participants. Comments about the teams' presentations were highly favorable, with several people saying they preferred it over the morning session. Many participants indicated that they would not yet feel comfortable applying 4MAT in the classroom, and 47 percent specifically requested follow-up. Most of those suggested follow-up in specific content area applications.

At this same staff development committee meeting, results of the districtwide needs assessment were reported. One result pertinent to this discussion was the rank ordering, in terms of importance to the respondent, of inservice topics. The most highly rated topic was subject area information.

In response to these short- and long-term evaluation instruments, the committee decided to contact Excel, Inc., again to investigate the potential of designing follow-up sessions which would address planning 4MAT cycle lessons in specific content areas. At its April 30, 1986, meeting, after hearing the proposal offered by Excel, Inc., the committee decided to plan for 4MAT follow-up at the October 6, 1986, professional inservice day.

Part VII: Professional Inservice Day; October 6, 1986

With the goal of applying learning style and brain hemisphericity knowledge to specific lessons, ten large group full-day workshops were presented by consultants from Excel, Inc. Ms. Susan Leflar, associate director of Excel, Inc., coordinated the firm's planning to tailor this program to our school district's needs. 4MAT experts from both coasts and the heartland came to Findlay to accomplish this project.

Consultants with expertise in the 4MAT system and English/literature, math, social studies, science, reading, physical education and health, the fine arts, pupil personnel areas, vocational education, and elementary education followed the same basic workshop plan but differentiated their workshops by choosing examples and practice lessons from those content areas.

Secondary staff selected their workshops according to their teaching assignments; elementary and special educators chose workshops according to their interests in different content areas.

In each workshop, participants reviewed learning style and brain hemisphericity knowledge from the previous year's inservice program. Supervisors had reviewed this material with new employees. Presenters demonstrated several examples of 4MAT cycle lessons in the group's content area. In small groups, teachers worked together to develop content lessons for the grade level of their present teaching assignment, and consultants provided feedback about this work.

When the consultant judged the group ready to work on its own, teachers worked in pairs or alone to develop lesson plans they could use immediately in their own classrooms. Teachers had been instructed to bring their courses of study and a unit or topic they would teach before Thanksgiving, so they were able to develop 4MAT lessons to accomplish objectives of an immediate nature in their own classrooms. They left the workshop with a usable product that would help them do a good job in their classrooms.

Impact

The staff development committee met October 30, 1986, to review evaluations of the October 6 professional inservice day. Each workshop was obviously evaluated separately; however, for the purpose of this discussion overall conclusions should suffice. Participants viewed these workshops positively; all of them attained at least a 2.5 on a 3 point scale, and many exceeded that average. Generally, the smaller the group, the more positive the rating. The vast majority of comments indicated that teachers now feel comfortable with 4MAT. One teacher commented, "I'm a first-year teacher, and this was better than anything I had in college." Another wrote, "Finally there is a planning tool that makes sense for the kids' sake, but I don't know if I will have time to plan many lessons this way." One principal in the reading workshop said, "It was like a light went on halfway through the afternoon. I could see teachers thinking, 'Aha! *This* is how it all fits together!'"

Based upon the evaluations and informal conversations in their buildings, staff development committee members concluded that the original goal had been achieved. We had indeed increased the probability that districtwide inservice training would result in improvement at the classroom level. Whether or not this results in increased student learning will forever remain a matter of conjecture, since the project was not designed as a research study. Our committee is content with the positive reports from staff members using 4MAT, and from principals and supervisors observing its application in classrooms. We are convinced that this project added to teachers' repertoire of techniques another excellent tool which most teachers have mastered. There is no doubt that teachers have a better understanding of how children learn.

Additional benefits observed by the committee were a greater sense of common purpose among staff members, a chance to share ideas about an innovation, and a clearer understanding of goals and objectives in working with children.

Aspects of this successful program which the committee will need to remember in future planning include teacher involvement in planning, building-level focus with the principal's support, provision of both active and receptive roles of participants, opportunities to try new skills and receive feedback, provision of high caliber consultants and support materials, and a commitment to a long-term staff development project.

Adaptability

This particular model is adaptable to any school district, but it requires strong support from the superintendent and board of education. This support is needed both for the long-term commitment of teacher and administrative time necessary for planning and implementation, and for the financial commitment necessary. Cost factors include consultants' fees and expenses, print materials' costs, and teachers' release time. Clearly, those costs would vary with the size of the district and the geographic location of consultants.

One of the most adaptable formats included in this project which our district has used successfully in many other projects is the teachers-training-teachers model. We consider it an excellent investment to provide training for a few who can then train many. Perhaps even more important is the credibility that this model brings to any staff development project.

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MASTERY LEARNING IN TWELVE ELEMENTARY SCHOOLS: MENTOR EXEMPTED VILLAGE SCHOOL DISTRICT

The Mentor Public Schools serve a suburban community located 25 miles east of the city of Cleveland. The community is primarily middle class with a population of approximately 60,000.

Overall, community financial and moral support for the school is quite good. The last four operating tax issues have been passed by the electorate with little or no difficulty. Interest in the schools is demonstrated by attendance at school-sponsored open houses; during the last year, over 4,500 parents and interested citizens attended. Active parent organizations exist in each school, and scheduled parent-teacher conferences are attended by 95 percent of the parents. In a random sample survey conducted during the 1984-85 school year, 70 percent of the respondents gave an overall positive rating to the schools (a grade of A or B on a five-point grading scale). In the same survey, 80 percent rated the instructional program with an overall positive rating.

The school district serves approximately 10,000 students in grades K-12. The elementary division serves approximately 5,000 students in grades K-6. The schools have adopted an aggressive program toward achieving excellence and have identified several components of excellence, including implementing effective schools research, revision of curricular programs, and a strong staff development program.

Resources

Staff development has received a major emphasis within the school district for the past four years. The district has used a variety of funding sources to support its staff development efforts. Included in these are resources provided by special grants from the Ohio Department of Education, specifically the Teacher Development grant, Pupil Competency grant, and Excellence in Education grant. In addition, the school system has received a grant from the Martha Holden Jennings Foundation in support of its staff development effort in mastery learning. Finally, the school district has committed monies from the general operating fund to cover expenses associated with staff development.

Most financial resources for staff development have been used to pay for consultants and released time for staff to attend inservice sessions. Additional amounts of money also are allocated to pay for travel to conferences and meetings.

Various individuals within the school district are used in their areas of expertise. The primary responsibility for staff development lies with the administrative staff. However, actual planning and implementation of programs are shared with the instructional staff through a sharing of governance. An elementary staff development committee meets on a regular basis to assess needs, plan programs, and oversee implementation. Building principals, working through building staff councils, have responsibility to plan and implement building-level staff development activities based upon needs identified by particular building staff. Ad hoc committees also develop from time to time to address specific curricular and program needs, especially as they relate to staff development.

Ongoing Program Elements

The staff development program for the Mentor elementary schools is based upon the felt and expressed need to help staff members grow and develop higher levels of professional skill. Overall, staff development is viewed as a means to an end--improvement in the instructional process. The ultimate goal of all staff development is an improvement in student outcomes. The staff development program is also research based; that is, staff development activities are predicated upon research findings that are shown to have educational benefit.

The long-range plan for staff development attempts to integrate various elements into a cohesive whole. Activities, workshops, and inservice programs are conducted with a support structure provided through supervisory assistance in each classroom. To accomplish this goal, building principals are an integral part of the staff development process, since it is the building principal who is expected to provide continuing support and facilitate teacher efforts toward continuity of learned practices within the classroom.

Further, we believe that identified successful practices should be promoted among all staff members. Several such projects, notably one in mastery learning and one in the process of writing, use the concept of staff facilitator. The staff facilitator is a classroom teacher who has taken inservice training to learn a new skill or process, promotes and facilitates this process within his or her own building, and is part of the support structure by coaching, peer supervision, and by providing other means of support.

Program evaluation includes both process and product. Process evaluation is conducted as part of each specific staff development activity. Staff members are asked to assess quality of presentation and potential impact of training upon their instructional practices. In addition, participants are asked to rate other pertinent elements of each activity. Product evaluation attempts to monitor more closely the impact of specific activities upon the learning outcomes of students. For example, the mastery learning project was evaluated by the Kent State University Bureau of Research to determine the effectiveness of this development activity in terms of student math scores on the Iowa Test of Basic Skills. Evaluation results indicate strong support for this staff development effort.

Calendar of Activities

The overall staff development plan for the Mentor Schools is guided by the activities of the Staff Development Committee. This committee meets on a regular basis to develop and conduct needs assessments and to plan inservice activities.

The committee is comprised of staff members representing each building. The committee is empowered with decision-making authority concerning staff development activities based upon needs identification.

Collaborative interactions to implement a staff development program are required with various agencies, community-based and educational institutions. For example, a staff development activity to train staff members in the prevention of child abuse utilized a trained staff member from the County Sexual Assault Center. In addition, contact with university personnel is extensive to provide assistance in developing staff development projects and to conduct evaluations.

A schedule of staff development activities for the 1985-86 school year follows:

September 16	Meeting of District Staff Development Committee - Conduct Needs Assessment
September 18	New Teacher Orientation Meeting
September 23	New Teacher Orientation Meeting
September 20	Grade Level Meeting--Grade 2 - Children Are People - Prevention of Child Abuse
October 2	New Teacher Orientation Meeting
October 10	Mastery Learning New Participant Workshop--Session I Overview by Dr. Tom Guskey
October 15	Process of Writing Workshop/Class
October 15	Grade Level Meeting--Grade 5 - Children Are People - Prevention of Child Abuse
October 17	New Teacher Orientation
October 22	Process of Writing
October 29	Process of Writing
November 7	Process of Writing
November 7	Grade Level Meeting--Grade 3 - Children Are People - Prevention of Child Abuse
November 19	Grade Level Meeting--Grade 4 - Children Are People - Prevention of Child Abuse

November 21	Grade Level Meeting--Grade 6 - Children Are People - Prevention of Child Abuse
December 1	Grade Level Meeting--Grade 1 - Children Are People - Prevention of Child Abuse
January 28	Mastery Learning Workshop--Session II Writing Objectives/Units
February 21	Mastery Learning Workshop--Session III Enrichment/Extension Activities
April 2, 9, 16, 23	Process of Writing--Workshop II

During the course of a year, a wide variety of activities occur. The range of staff development in the district can be seen in the chart below:

Staff Development in District

Format	Activities	Outcomes/Evaluations	Duration
Goal setting with building principals	Each teacher initiates goals that are meaningful to his or her professional development. The goals may relate to this person, individual students' needs, or a curriculum area. Each observation form has a statement: "Teacher/Observer Plans for Continued Growth."	Goals are evaluated each March with the principals. The teacher determines his or her own evaluation format in conference with the principal.	Five-year cycle that was initiated in September 1982.
University Coursework	Courses are available in Mentor through Cleveland State University and Kent State University. Teachers have taken courses on the Process Approach to Writing, Learning Styles, and Critical Thinking. The SERRC Center offers courses in Kirtland, Ohio, that relate to special education and differentiated instruction.	Teachers complete an evaluation form during each class. To date, approximately 125 teachers have registered for the Process Approach to Writing class taught in one of the elementary schools.	Cleveland State courses initiated September 1985. Kent State course began in 1983 and has been offered three times. The courses through the SERRC have been offered for at least seven years.
Mastery Learning Workshop	Each teacher plans and teaches at least three units, attends two one-half day workshops, and two after-school sessions.	150 teachers have participated in the workshop during the last three years. One learns effective teaching techniques through the mastery learning model.	Initial three-year plan with teachers new to the system being trained the fourth year.

Staff Development in District

Format	Activities	Outcomes/Evaluations	Duration
January Inservice Program	Programs are planned at the district-level one year and at the building-level the next year. Last year, the district program focused on child abuse and children in crisis.	A needs assessment was sent to each teacher for the district program, and the principal planned the building program.	One half-day planned activity every school year.
Elementary Curriculum Review newsletter, Staff News, and ComMentor	The curriculum newsletters keep the teaching staff apprised of new curriculum innovations, maintain two-way communication, and clarify issues. This year the Elementary Curriculum Review focused on reading, writing, phonics, and current research.	Staff members are receptive to the newsletters and often contribute articles.	Issued at least four times a year.
Professional Library	Professional libraries are maintained in each building so that teachers have access to current literature.	The magazines such as Learning, Instructor, Good Apple, and Kappan are consulted most often.	Subscriptions renewed on a yearly basis.
District curriculum committees, grade level meetings, building committees	Teachers/administrators are encouraged to participate on committees at all levels of the school district operation. Committee involvement promotes communication at the building-level and ownership of all issues. Excellence plans have been developed at the building-level.	Committee involvement is time-consuming for the teacher. The positive aspect for the individual is feeling like a professional who has an opinion.	Ongoing with committees appointed at all times.

Staff Development in District

Format	Activities	Outcomes/Evaluations	Duration
Conferences and visits outside the school district	Teachers/administrators are encouraged to attend conferences outside the school district and to share knowledge gained with their colleagues. Visits take place when the district is considering a new curriculum adoption or program.	The teachers/administrators are asked to submit a report prior to reimbursement. Often this report is distributed to other staff members.	Number of conferences and visits is based on availability and need.
Two-day administrative inservice program	Administrators attend workshop sessions every year to update skills, discuss issues, and to review goals.	Workshops help to insure accountability at all levels and maintain congruency between district, building, and personal goals.	Once yearly.
Summer curriculum writing with stipend	Based on the committee format, teachers write the courses of study under the leadership of district administrators.	Graded courses of study are written by the educators who will implement them the next year.	New curriculum adoptions every five years.

Staff Development Sketch

The 12 elementary schools of the Mentor Exempted Village School District have been involved in a major instructional project titled "Mastery Learning." The term implies a specific method of teaching that gives the classroom teacher an opportunity to adjust the instructional pacing of lessons to accommodate the various rates at which students learn. By using this method, it is hoped that students will learn what the school has to teach. In short, mastery learning gives the students more of an opportunity to understand the material.

Under the direction of Dr. James Klucher, assistant superintendent of elementary education, and Dr. William Hiller, principal, at least 150 elementary teachers received inservice training on mastery learning. A Martha Holden Jennings Foundation grant enabled the Mentor Schools to invite Dr. Thomas Guskey, professor of educational psychology at the University of Kentucky, to make three presentations to the teachers. The staff development required the participants to apply mastery learning to instructional materials already in use in the school system. The other approach, labeled the materials approach, used instructional materials developed by the Chicago Public Schools, and was titled "Chicago Mastery Learning Reading" (CMLR). The materials were structured in a style that promoted mastery learning concepts. The materials approach was piloted in three buildings; the staff development model was employed in nine buildings.

The mastery learning staff development plan began during the 1983-84 school year. The program covered a period of three years from its initial inception to full development. A brief outline of each year follows:

a) The first year was given to the training of building principals and a staff facilitator in each building. The training of both people was essential for in-building support during the next two years.

b) During the second year, training activities focused on building-level mastery learning teams. Principals were asked to verify unit plans that incorporated the model and to support the efforts of staff users during observation conferences.

c) In the third year, staff training moved to total staff involvement, again using the building-level as the focal point of training activities.

The teachers designed at least three learning units and evaluated the project by using attitudinal and criterion-referenced test data.

A key component that made the mastery learning staff development program successful was that teachers saw a strong relationship between mastery learning and the Ohio rules for competency based education. The mastery learning model provided the perfect vehicle for verifying intervention and assessment. The teaching staff also realized that the administrative team was committed to the project based on funds expended, half-day inservice programs, support materials, and statements made in district publications such as the ComMentor and Elementary Curriculum Review.

The preliminary results from the pilot project were most encouraging. Staff members reported increased achievement in daily class work and a higher degree of enthusiasm and motivation on the part of students. In some classes, all students achieved at the 80 percent mastery level, and in other classes there has been a significant increase in overall class averages. Teachers indicated that there was a greater congruency between teaching objectives, classroom materials, and testing, which led to a more productive use of class time. Student self-concept was enhanced as a result of successful learning, while the teachers had an opportunity to develop challenging extension activities and appropriate corrective activities.

The Mentor Board of Education voted in November 1985 to support a longitudinal study of mastery learning to be conducted by members of the Research Training Bureau at Kent State University. The research study asked the following questions: Does mastery learning make a difference on percentile rank of the mathematics section of the Iowa Test of Basic Skills? Overall, does mastery learning make a difference on achievement? And, for each grade, did various combinations of what years the children had mastery learning make a difference on mathematical achievement over the past three years? The results will help the administrative staff to examine not only the attitudinal data but also to verify the achievement data.

The goal of improved instruction is one of the most important activities of the Mentor Public Schools. Based on the needs assessment information, teacher evaluations, and data collected by Kent State University, the mastery learning project will be continued for three more years.

Formats

Wood and Thompson (1980) state that adults learn best through concrete experiences where they apply what is being learned and in formal situations where social interaction takes place. Innovative projects that have made a lasting difference in schools emphasize concrete, teacher-specified, extended inservice education.

Based on the staff development survey dated May 28, 1985, the teachers ranked the following as extremely useful:

1) university workshops
2) visits to other school districts
3) one-day conferences outside the school district
4) grade-level meetings to share ideas.

Adults will commit to learning something when the goals and objectives of the inservice program are considered realistic and important to the learner; that is, job-related and perceived as immediately useful. The Mentor staff development plans, based on the ten formats, include participant control over the "what" and "how" of learning. The teachers are provided with choices and alternatives, learn from each other, and are given encouragement to grow professionally.

The implementation plan outlined below provides an overview of how specific tasks, responsibilities, and outcomes were achieved during one school year:

IMPLEMENTATION PLAN FOR MASTERY LEARNING

TASKS	DATES	RESPONSIBILITY T - TEACHERS C - Coordinators A - Administration	OUTCOMES-PRODUCTS
1. Each elementary teacher will complete a form indicating level of interest in mastery learning training.	9/6-8	C, A	Twenty interested teachers from ten elementary buildings.
2. The coordinator will contact a speaker for the first session.	9/6-8	C	Commitment by speaker for one-day training session.
3. An administrative intern will be trained in the principles of mastery learning.	9/12-30	C	Completion of training.
4. A speaker will present a half-day workshop for elementary principals and a half-day workshop for the staff users/facilitators.	10/4	C, A	Completion of training.
5. The coordinator and assistant superintendent will conduct the follow-up half-day workshop.	10/5	C, A	Implementation of at least one teaching unit in mathematics or reading.
6. Parents will be invited to cluster meetings to inform them of the project.	10/10-21	C, A, T	Completion of meetings.
7. The principal will assist the staff user/facilitator with the first mastery learning unit; that is, observe first lesson.	10/24-11/11	C, A, T	Completion of unit using formative testing.
8. The coordinator will conduct after-school sessions related to particular questions and issues.	11/7-12/16	C, T	Address issues related to correctives, extensions, and testing. Compare how classes are doing compared to the past.

IMPLEMENTATION PLAN FOR MASTERY LEARNING

TASKS	DATES	RESPONSIBILITY	OUTCOMES-PRODUCTS
9. The staff user/facilitator will plan a second unit with the assistance of the principal, coordinator, and intern.	12/5-1/20	C, A, T	Completion of unit in mathematics or reading.
10. A speaker will present a full-day workshop for elementary principals and staff users/facilitators.	1/20	C, A	Completion of training.
11. The staff user/facilitator will plan a third unit with the assistance of the principal, coordinator, and intern.	1/23-27	C, A, T	Implementation of the third unit.
12. The staff user/facilitator and coordinator will plan the follow-up inservice activities for the next school year.	3/5-23	C, T	Completion of inservice package to include a video-tape.
13. The staff user/facilitator, coordinator, parents, students, and appropriate administrators will evaluate the program.	4/30-5/18	C, A, T	Use of Iowa test data, grades, and attitudinal information.
14. The coordinator will send an evaluation to the Martha Holden Jennings Foundation.	6/11-13	C, A	Written documents sent to Foundation.

Impact

A synonymic phrase for the mastery learning project would be the "developing of sophisticated teaching skills." Mastery learning was the vehicle used for the teachers to examine the congruency among objectives, procedures, and testing. They were given the opportunity to practice writing behavioral objectives in a supportive environment. The staff members admitted time after time that they were experts in designing corrective activities but very poor at creating quality extension activities. As with all inservice programs, the teachers had an opportunity to talk to each other and to discuss issues of importance to them. The half-day workshops provided time to discuss issues such as grade inflation, the difference between evaluation and grading, and the need to develop challenging activities for students.

The benefits of the mastery learning project were numerous. Since principals were required to check mastery learning units, important curriculum issues were examined at the building-level. The school district was assured of some teacher accountability in that everyone finished the workshop with the same training on the same topics. Dr. Klucher, the assistant superintendent of elementary education, felt that the mastery learning model was the best means of addressing individualized instruction within a group-based classroom. The model facilitated the Ohio standards for competency based education in that it provided for diagnosis, intervention, and assessment within a structured framework. The mastery learning format did not require the teachers to make any modification in teaching style or presentation of content. At the conclusion of each project year, a certificate of recognition and congratulatory note were given to each participant.

There has been and continues to be a steady and consistent improvement in test scores within the district. It is hypothesized, with a high degree of confidence, that this improvement in test scores is attributable to the various staff development activities that have had a direct impact upon student learning outcomes.

Adaptability

A school building, school district, or consortium of school districts could adopt the mastery learning project with little difficulty. Permission to begin the project would have to be secured by the board of education and superintendent prior to implementation. A rationale and a plan should be written, including the financial implications. To offset the initial cost of training the first group of staff users/facilitators, a Martha Holden Jennings grant was secured for $2000. The money was used to hire a consultant for the first year. An added benefit of the grant was that it demonstrated a commitment to the project on the part of the administrative staff.

To conduct the project, a designated administrator or staff member should be trained to use mastery learning by attending seminars and studying the educational literature. At least two half-day and two after-school inservice sessions are needed during the year to provide the necessary time to teach and review the model. The trainer could have the necessary materials duplicated at very little cost. The initial outlay for training 20 teachers would be approximately $2500.00. The key ingredient to the success of this staff development project is planning ahead of time, making it meaningful to the participants, involving the participants in implementation, designing an evaluation, and providing follow-up activities in the classroom setting.

References

Wood, Fred H., and Steven R. Thompson. "Guidelines for Better Staff Development." Educational Leadership, 1980, 37(5), pp. 374-378.

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A PROFESSIONAL GROWTH UNIT INSERVICE PLAN IN HOLMES COUNTY

Holmes County lies in the eastern part of Ohio just north of an imaginary line passing from east to west through the center of the state. One of the so-called "backbone counties" of the state, being located just north at the south edge of the watershed between Lake Erie and the Ohio River, Holmes County is bordered on the north by Wayne County, Tuscarawas to the southeast, and Coshocton to the south.

Millersburg, the county seat, is 72 miles southeast of Cleveland and 83 miles northeast of Columbus. The 424 square miles of Holmes County are steep hills and narrow valleys. The northern section of the county is glaciated while the southern part is more irregular topography as is characteristic of unglaciated land. The land is primarily used for farming, forests, wildlife preserves, and recreational purposes. Residential, commercial, and industrial development within incorporated villages follows major roads. The population of Holmes County as of the 1980 census is 29,469. There are no cities or towns in Holmes County. There are only five incorporated villages: Millersburg, Holmesville, Nashville, Killbuck, and Glenmont.

Of the 88 counties in Ohio, Holmes County ranks near the bottom in terms of per capita income, yet ranks number one in predicted growth of population from 1980 to the year 2000. Holmes County is the second youngest county in Ohio with more children than any other except Athens County. It has the highest family size in the state.

Holmes County is noted for its fine Swiss cheese and the beef Trail Bologna and for the handmade wood crafts and furniture. But the unique characteristic of Holmes County is that it is home for the world's largest Amish community.

There are two school districts in Holmes County: East Holmes and West Holmes. Although located in the same county, the two districts are very different from each other. Both districts have proud traditions of community support, however. This support is translated into a belief in conservative fiscal management. No operating levy for schools has failed in over 14 years, even though Holmes is not a wealthy county. Both districts have large areas for bus transportation and operate complex bus routing systems. In East Holmes, where the large concentration of Amish reside, many of the schools are quite small and somewhat old-fashioned in appearance so that the Amish tradition of schooling is maintained. In East Holmes, more than half of the students attending the public schools are of the Amish, Conservative, or Mennonite religious faiths. The Amish do not attend school beyond the eight grade, which makes the district additionally unique: The K-8 population is quite large, but the high school is very small.

Both districts comprise a student population of more than 4,460 students. There are 17 schools ranging in enrollment size from 60 to 850 students. Over 250 professionals serve students in the various school buildings.

Resources

Although both districts contribute to the staff development program, the primary sources of funding are from state, local, and federal grant monies that the districts decided to pool. The Holmes County Office of Education is the agency which is dedicated to operating the staff development program for educators in Holmes County.

Teacher Development funds yearly amount to approximately $3,000. Another grant, Excellence in Education, totalled nearly $6,000. The Pupil Competency grant for districts to use for competency based education totalled nearly $4,200. An additional grant from the Federal Education for Economic Security Act added another $7,500 to the grant funds. In addition, the two local school districts helped to fund substitutes when programs required time, and they contributed in various ways to the professional growth inservice program. Although funds from these sources were tapped for the staff development program, the total expenditures for staff development were less than $10,000.

Ongoing Program Elements

In the Professional Growth Unit Inservice Plan, there are four ongoing program elements. The first element is a committee of teachers and administrators who help to select and plan programs for the individual buildings in the districts. The committee is comprised of 24 teachers, at least one from every building in both of the districts. This committee meets at least two or three times during the year to assist in selecting and planning building-level programs.

Teachers and administrators completed an instrument designed to be used as a needs assessment for their professional growth interests. From the results of this assessment, committee members can determine the needs of their individual buildings. Although the two districts may have selected the same top three areas with combined results, the individual building results might have been quite different. Since a good staff development program must address the needs of a building-level staff, these building-level needs are taken into consideration.

This committee is also aware of the three basic stages of educators' professional careers, and that the needs of educators vary greatly depending on where the individual may be in his or her career. Programs are planned to better meet the diverse individual needs of adult learners.

The second ongoing program element is that of evaluation. Two systems of evaluation are used. For every program that is considered a professional growth inservice session, evaluation forms are completed by participants. This evaluation asks for information about program objectives; quality of the program; expectation fulfillment; utilization of the material presented in the program; overall evaluation rating and comments or suggestions. The second evaluation element is that of the general staff development program. Teachers and administrators are asked for their reactions to the program format, program's quality, and whether or not the program should be continued in its present manner or modified.

The third major ongoing element is that of a review committee which meets every three weeks to review requests for attendance at meetings and conferences outside the locally sponsored programs. This committee is made up of five persons: two teachers, two administrators, and one person from the staff development program in the Holmes County Office of Education.

The fourth ongoing element is that of teacher participation and ownership. One of the most surprising outcomes of this program is the interest shown by many teachers. Several teachers volunteered to conduct programs in their own buildings or for larger groups in areas of their individual expertise. Many teachers offer suggestions for presenters and speakers for programs. Some of the most highly rated programs have come from teacher-suggested sources. It is apparent that when teachers have a direct influence on the programs, they are more interested in the outcomes of the programs.

Calendar of Activities

A wide variety of inservice sessions are offered throughout the year. Some are designed for participants' awareness; some are designed to reinforce and follow up on previous topics. The various topics and sequencing of activities is exemplified in the following schedule:

Monday, August 19, 1985, 9:00-12:00
Teaching Your Very Best Students

Tuesday, August 20, 1985, 9:00-12:00
Oh! These Good Feelings! (Enhancing teacher and students self-esteem)

Tuesday, August 20, 1985, 1:00-4:00
Make It/Take It Seasonal Learning Centers

Wednesday, August 21, 1985, 8:30-10:30
New Teacher Orientation

Thursday, August 22, 1985, 9:00-12:00
Sports Medicine Clinic

Thursday, August 22, 1985, 9:00-4:00
Reading workshops for teachers K-8

Thursday, August 22, 1985, 1:30-2:30
Speaker: Lyle Crist--"Interpersonal Relationships:
Communication, Learning, Discipline"

Computer Awareness: Eight 2-hr. sessions
Mon./Wed., October 7-30, 1985

Thursday, October 10, 1985, 3:00-4:00
Intervention: Janet Shultz

Wednesday, October 16, 1985, 4:00-5:00
Apple IIe Computer Awareness

Thursday, October 17, 1985, 3:00-4:00
The Intervention Model

Tuesday, October 22, 1985, 4:15-5:15
Student Safety and First Aid

Wednesday, October 23, 1985, 3:30-5:00
Computer: Apple Lo-Res Graphics I

Wednesday, October 23, 1985, 4:15-5:15
Student Safety and First Aid

Wednesday, October 30, 1985, 3:30-5:00
Computers: Apple Lo-Res Graphics II

Word Processing: Eight 2-hr. sessions
T/Thur. 7:00-9:00 Oct. 31-Nov. 21, 1985

Computer-Assisted Instruction Training: Eight 2-hr. sessions
Mon./Wed. Nov. 4-27, 1985

Tuesday, November 5, 1985, 4:15-5:15
Low Achieving Student in the Regular Classroom

Thursday, November 7, 1985, 3:15-4:15
What is Affective Education?

Saturday, November 9, 1985, 1:00-4:00
The Writing Process: Elementary Teachers

Wednesday, November 13, 1985, 4:15-5:15
A Positive Self-Image for Teachers: Eight Myths "Good Teachers Believe"

Thursday, November 14, 1985, 7:00-7:30 a.m.
Charging Your Own Battery: Mental Health Hints for Teachers/Administrators

Thursday, November 14, 1985, 3:00-4:00
Discipline Through Motivation: Creating a Positive Classroom Climate

Saturday, November 16, 1985, 9:00-12:00
Listening Can Be Taught: The Missing Link in Communication

Monday, November 18, 1985, 3:15-4:15
The Affective Experience

Thursday, November 21, 1985, 3:00-4:00
Intervention Panel Discussion

Thursday, December 5, 1985, 4:00-5:00
A Look at the Amish Culture: Understanding Our Neighbors

Tuesday, December 10, 1985, 4:15-5:15
Affective Discipline

Thursday, December 12, 1985, 4:15-5:15
Graphic Learning Materials Workshop: Social Studies

Thursday, December 19, 1985, 3:45-4:45
Reading Series Consultant Workshop

Computers and Management Tools: Eight 2-hr. sessions
T/Thur. 7:00-9:00, January 2-30, 1986

January 20, 1986 (all day)
- Research and Study Skills
- Composition and Spelling
- Math Problem Solving
- Teachers' Temperment Styles
- English: The Writing Process
- Make It/Take It -- The Creative Classroom
- Loneliness in the School (student perspective)
- Loneliness in the School (teacher perspective)
- Self-Concept Building (student perspective)
- Self-Concept Building (teacher perspective)
- The Affective Administrator
- Effective Strategies for Teaching Writing and Spelling
- Working with Parents
- Ideas for Successful Composition
- The Class as a Group
- Spelling by Visualization: When Other Methods Fail
- Qualities of Outstanding Teachers

February 3, 1986, 7:00 p.m.
Teaching Students Responsibilities and Survival Skills

Programming: LOGO Eight 2-hr. sessions
T/Thur. 7:00-9:00 February 4-27, 1986

February 6, 1986, 4:00-5:00
Optometric Vision Therapy--How Successful Is It in the Treatment of Learning Disorders?

February 12, 1986, 3:45-4:45
Dairy Council--Materials and Services

February 13, 1986, 3:00-4:00
Behavioral Management Techniques for the Aggressive and/or Hyperactive Student

February 17, 1986, 4:00-5:00
Puppetry: Kathy East--How to Make and Use Puppetry in the Classroom

February 17, 1986, 4:15-5:15
Identifying Special Education Students

February 25 & 27, 1986, 4:00-6:00
Developing Perceptual Skills in Reading

March 3, 1986, 7:00 p.m.
Working with Children with Language and Speech Delays

March 3, 1986, 3:00-4:00
High School and Junior High Subject Area Meetings

March 5 & March 11, 1986, 4:15-5:15
Teaching Low Achievers in the Regular Classroom

March 12, 1986, 3:00-4:00
Strategies for Dealing with Stress: What It Is and What You Can Do About It

March 13, 1986, 4:00-5:00
Identifying Special Students

March 17, 1986, 4:15-5:15
Primary Grade-Level Meetings

March 18, 1986, 4:15-5:15
Intermediate Grade-Level Meetings (Sharing)

March 20, 1986, 4:15-5:15
Classroom Enrichment Activities

April 7, 1986, 7:00 p.m.
Understanding the Assessment Process: Tests and What They Mean

April 9, 1986, 4:00-5:30
Art for the Classroom Teacher

April 10, 1986, 4:00-5:00
Art for the Classroom Teacher

April 17, 1986, 4:00-6:00
Elementary Music in the Classroom

April 23, 1986, 3:00-4:00
Suicide: Recognizing Symptoms and Crisis Intervention

May 5, 1986, 7:00 p.m.
Developing the IEP: Parent Involvement

June 3 & 4, 1986, T & Wed., 8:30-3:30
English Language Arts Course of Study Development

August 4-7, 1986, 8:30-3:30, M/Thur., NDN Writing Project, Ferguson-Florrisant

Monday, August 18, 1986

9:00-12:00	Sports Medicine
9:00-12:00	Developing Effective Progressive Discipline Strategies
1:00- 4:00	Sports Medicine--Taping
1:00- 4:00	Make It/Take It--Creative Classroom

Tuesday, August 19, 1986

8:30-11:30	Geology and Prehistory of the Killbuck Valley
9:00-12:00	Reading Comprehension Workshop
1:00- 3:30	Time Management

Wednesday, August 20, 1986

8:30-10:30	New Teacher Orientation
10:30-11:30	Gail Klink (NASA) With No Apologies (featured speaker)
1:00- 4:00	English Language Arts Adoption Sessions

Thursday, August 21, 1986

8:30-10:30	Common Myths About the Composing Process (Nancy Mack)
10:30-12:00	The Mind is a Terrible Thing to Waste (Ambrose Brazelton)
1:00- 2:00	Ten Commandments of Surface Behavior (Nick Seta)
2:00- 4:00	Creative Lesson Plan: Ideas to Command Attention (Nancy Mack)

Tuesday, September 9, 1986, 3:00-5:00
Parachuting for Students: A New Non-Traditional Approach to Job Hunting

Tuesday, September 16, 1986, 4:00-6:00
What Color Are Your Unicorns? (Creativity Enhancement)

Saturday, September 20, 1986, 8:30-11:30 a.m.
Geology and Prehistory of the Killbuck Valley

Thursday, September 25, 1986, 4:15-6:15
The Writing Process: Linda Fenner, Ohio Department of Education

Wednesday, October 1, 1986, 3:00-4:00
Coping with Stress

Tuesday, October 7, 1986, 4:00-6:00
Study Skills and Computers: Jim Brown, Ohio Department of Education

Tuesday, October 14, 1986, 1:00-3:00 administrators, 4:00-6:00 teachers
Motivating Yourself and Your Students (Thomas Bleet)

Thursday, October 16, 1986, 5:00-9:00
TESA Training for 30 individuals

Wednesday, November 5, 1986, 3:00-4:00
High School Safety Practices

Monday, November 10, 1986, 3:00-4:00
Instruction in Reading

Monday, November 10, 1986, 3:00-4:00
Instruction in Math

Tuesday, November 11, 1986, 3:00-4:00
Instruction in Social Studies

Tuesday, November 11, 1986, 3:00-4:00
Instruction in English Composition

Wednesday, November 12, 3:00-4:00
Instruction in Reading

Wednesday, November 12, 3:00-4:00
Instruction in Math

Thursday, November 13, 3:00-4:00
Instruction in Social Studies

Thursday, November 13, 1986, 3:00-4:00
Instruction in English Composition

Thursday, November 13, 1986, 5:00-9:00
TESA Training

Formats

The format for the Professional Growth Units Inservice Program in Holmes County is a voucher-type system. Teachers are asked to accumulate a minimum of 14 hours of inservice credit in lieu of being required to attend two full days of inservice programs. Although teachers may still wish to attend sessions which are scheduled on the two designated inservice days, they may also opt not to attend any sessions on those days. The voucher system allows for great flexibility in meeting individual's interests and needs for professional growth.

The actual format for the voucher plan is simple. After assessing the needs of teachers and administrators, sessions are set up continually throughout the school year before school hours, after school hours, and on weekends. Sessions also occur during the summer.

Each year teachers have the option to attend a variety of sessions the week before school starts. This weeklong series of programs is called "Tune-Up Week." As teachers and administrators enter the session, they sign one of the sign-in forms. If a teacher or administrator has a need to leave before the session is completed, he or she must sign out of the session.

Participants are aware that the sign-in sheet serves as an attendance record at all sessions. From this record, a small card, the size of a personal business card, is completed with the title of the session, the date, the participant's name, and the number of credits assigned for the session. This card is then given to the participant.

If, when the computer print-outs list the number of hours or units each person has, there is a mistake, this small card, or voucher, serves as a double-check of the records.

Each individual is responsible for his or her own attendance at the sessions of choice. Although each person must obtain the minimum number of 14 hours of professional growth, in the 1985-86 school year 24 percent of the teachers actually accumulated 150 percent of the requirement, and seven percent of the teachers accumulated between 28 and 61 hours of inservice. In 1985-86, the program amounted to more than 420 hours of staff development programs with 225 different sessions or approximately 5,000 hours of attendance for these 250 professionals.

Impact

The impact of the program was great. In a year-end survey of staff members in all the buildings of both districts, the response was overwhelmingly favorable. Some examples of responses in the questionnaire are: "...I enjoyed the priviledge of choosing my PGU program. This was an excellent chance for me to become more acquainted with the computer at a minimal cost, and, if I chose, to earn college credit. Thanks!" "I liked the program very much! A great improvement over the inservice system." "Thanks to the County Office for much planning, record keeping, etc. An outstanding job!" "I found this year's professional growth unit program stimulating and personally rewarding. I liked the flexibility." "Thank you for providing such a good and flexible program. I appreciate your desire and work to meet the felt needs of teachers and administrators." "I felt this was a big improvement over our old inservice programs. We were able to pick and choose what was of interest to us. I also liked our opportunity to go outside our own sessions to attend meetings and workshops that were helpful to us." "I appreciate having a choice of sessions and the ability to attend sessions that apply to my teaching field of interest. I especially appreciate getting credit for sessions I attend on my own outside those locally offered." These responses are typical and suggest the enthusiasm for the plan.

Adaptability

This professional growth voucher program is very adaptable. The process used in Holmes County followed the model presented in the Ohio Department of Education, Division of Inservice Education publication of 1983, Staff Development Leadership: A Resource Book. That model indicates a process which allows a systematic plan for staff development.

The first step is to establish board policy on inservice education. That process in Holmes County was relatively simple as both districts had an existing policy which was rewritten in terms of the knowledge that we now have concerning adult learning. The second step is to create a planning committee. This step actually occurred on two levels. First, we had a very small planning committee evaluate current practices and explore possibilities for improved inservice programming. The committee then developed a needs assessment instrument. The third step is to assess needs. In this step, a request for volunteers for a planning committee was added. The fourth step is to specify objectives. The objectives were determined from the results of the needs assessment. When the major strands were identified from the needs assessment, the identification of resources, the fifth step, was employed. The basic resources were local, state, and federal grant funds. The activities were designed, step six; a budget was developed, step seven; and, in step eight, the activities or programs were carried out throughout the school year and into the summer. Step nine is to evaluate programs. Our option was to evaluate each session that was presented locally and then to evaluate the entire professional growth inservice program. Part of that evaluation involves a re-assessment of needs.

The premise of the program is to model more fully as educators what we would like to see happening in the classroom with students. Teachers and administrators attempt to meet the great diversity of needs and interests of individual students by presenting subject matter in various manners, at differing times, and using an assortment of media. Individual interests and needs are to be considered in motivating students to learn. Just as students are at differing levels in their own growth and development, educators are at differing levels or stages in their career growth. Considering the three levels of professional career stages, individual interests and needs, and particular learning styles, inservice growth should be an example of educational opportunities.

An important element of this program is the idea of individual choice. Adult learners do not wish to have their weaknesses identified and remedies prescribed. Most adults recognize their own shortcomings and, given the opportunity, will select appropriate programs to strengthen and enhance their educational skills and knowledge.

Adaptation of a program that allows for choice and options is not difficult. The Holmes County Office staff is very small. There are only seven full-time staff members with two part-time secretaries. The seven staff members are the superintendent, the assistant superintendent, who is also the director of curriculum and secondary supervisor, an elementary supervisor, a gifted and talented coordinator, a psychologist, a special education supervisor, and a work study coordinator. With this small staff and some additional part-time secretarial assistance, the entire professional growth program was started, planned, and implemented. The basic work was done by three people with the assistance of some principals and teachers.

Most school districts have considerably more personnel to help with planning and implementing such a program. Limitations would be in the willingness or lack of willingness to search out and schedule meaningful programs.

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THE RICHLAND COUNTY EFFECTIVE TEACHING PROGRAM

The Richland County Office of Education serves its northcentral Ohio community and is located in the county seat of Mansfield. The county district includes Clear Fork Valley, Crestview, Lexington, Lucas, Madison, Ontario, and Plymouth Local School Districts. These local districts have a combined 1985-86 enrollment of 13,590 students. They employ 857 teachers and 49 administrators. For staff development and other services, the Richland County Office of Education also has cooperative agreements with the Shelby City Schools, its 2665 students, 134 teachers, and 10 administrators. These school districts are involved collectively and separately in staff development.

The county office employees 31 certified staff members. While the talents of all these staff members are tapped extensively for staff development and inservice programs, staff development is by far the primary responsibility of the 13 consultants, supervisors, and coordinators.

The local school districts may best be described as rural, agricultural, and suburban. The county is going through a tough transformation from a blue-collar, heavy industrial economy to a service economy. The Richland County area benefits from the presence of Ashland College, The Ohio State University at Mansfield, and North Central Technical College. The community values education highly, and attitudes toward schools are positive. The community demands an informal type of accountability from its schools and will support schools and staff development once the needs and values have been clearly demonstrated.

Resources

The county office administrative assistant has major responsibilities for coordinating and directing staff development. The seven county-office general education consultants, three special education supervisors, and three gifted coordinators devote the major part of their efforts to staff development. The remaining 16 certified county office employees have staff development responsibilities. Each local and city school district has one administrator with a designated major responsibility for staff development. These administrators meet regularly with county office personnel as a staff development committee. Staff development is a responsibility of every local administrator. Beginning with the 1986-87 school year, 31 teachers have been employed as mentors to aid in the staff development and internship of new teachers.

The county office, each local school district, and the Shelby City School District appropriate money for sending staff members to conferences and conventions. Local school districts and Shelby City Schools pool funds with the Richland County Office of Education as fiscal agent for staff development and inservice activities:

Teacher Development Funds (FY 86)	$11,130
Pupil Competency Funds (FY 86)	$ 7,436
Excellence in Education Funds (FY 86)	$11,221
Education for Economic Security Funds (FY 86)	$11,420

The Richland County Board of Education also appropriates funds for staff development:

Fall Inservice Day	$ 7,100
Other	$ 4,500

The city and each of the local school districts appropriate funds for additional staff development. The district is blessed with Ashland College and The Ohio State University at Mansfield. These institutions and their faculty members are very much a part of our staff development efforts.

Ongoing Program Elements

Our staff development mission is to provide our staff members with opportunities to develop the skills whereby they can provide students with the most effective possible instruction. The Richland County Office of Education has policies for staff development and inservice education.

Staff Development Policy

Education can only improve as the people involved in delivering services improve. In our rapidly changing world where the time lag between educational research and classroom practice averages twenty years, people who deliver educational services must continuously develop themselves. In effect, schools must be learning centers for staff as well as students. Accordingly, the Richland County Board of Education strives to provide its staff members with the best possible opportunities to develop the skills and competencies related to the outstanding performance of their job duties. Accordingly, through its staff members and through other appropriate means, the Richland County Board of Education strives to work with local school districts to provide the best possible opportunities to support the professional development of staff members of affiliated school districts.

The following procedures are suggested:

1. All meetings for county and local staff members shall be approached from a staff development perspective.
2. Staff members shall be encouraged to attend conferences, conventions, and other development opportunities appropriate for them.
3. Staff members shall be encouraged to pursue graduate study at accredited colleges and universities.
4. The Richland County Board of Education shall provide appropriate inservice opportunities and projects for county and local staff members within the ability of its resources.
5. Staff development is a continuous process. Ongoing staff development projects shall take precedence over one-time events.
6. The most effective staff development often comes from the on-on-one consultant; effective teaching collaboration takes place between teachers and consultants.

Inservice Education

Inservice education is a vital component of staff development. As such, the Richland County Board of Education strives to provide meaningful and continuous inservice opportunities to its staff and to work with the local school districts to provide such opportunities for their staffs.

Four procedures are suggested:

1. Inservice education should be provided in the context of what we know about how people learn. It must include set induction, objectives and purposes, instructional input, modeling, checking for understanding, guided practice, and independent practice.
2. Inservice education must be designed according to the requirements for changing and improving staff member behavior. It requires time, continuing training and consultancy assistance, planning time, assistance in the classroom, and continual reinforcement and encouragement.
3. Inservice education should be planned around the school improvement process. It should include initiation/awareness, implementation, refinement, and institutionalization.
4. The most important components of inservice education are those that go beyond modeling in the learning process, beyond inservice time in the changing teacher behavior process, and beyond implementation in the school improvement process.

An administrator in each school district is charged with a major responsibility for staff development. These administrators and representatives from the county office of education form our staff development committee. This committee meets about four times each year. Additionally, each of the school district's staff development committees is composed of teachers and administrators.

Needs assessments occur in a variety of ways. Staff members are formally assessed concerning their staff development needs every three to five years. Our last formal assessment was in the spring of 1985.

Superintendents are consulted regarding the staff development needs of their teachers and administrators at least twice each year. Principals are consulted regarding their staff development needs and needs of their teachers at least twice each year. County office consultants assess staff development needs at least twice each year.

Current educational literature and state standards and the state leadership series are used to assess staff development needs on a continuing basis. Periodic meetings with Ashland College and Ohio State University (Mansfield) officials are used to assess staff development needs.

Needs assessment results are shared with everyone through meetings and through the county office newsletter.

The chart below shows the five components that are used in designing staff development activities:

FIVE-COMPONENT PROGRAM DESIGN

STAFF DEVELOPMENT

I	II	III	IV
LARGE GROUP MEETINGS	BUILDING-LEVEL MEETINGS	LARGE GROUP SHARING MEETINGS	BUILDING-LEVEL MEETINGS
Set Induction Objectives Instructional Input Modeling	Checking for Understanding Guided Practice	Instructional Input Modeling Checking for Understanding	Independent Practice
Inservice	Planning Time Reinforcement	Planning Time Reinforcement	Planning Time Reinforcement
Awareness	Implementation	Refinement	Refinement Institutionalization
Concepts are Presented and Modeled	Building-level teams adapt concepts for appropriate piloting in each of their buildings.	Teams from the buildings come together countywide to share their adaptations, piloting results, and recommendations with each other.	Teams meet back in their buildings to take what they learn from each other, synthesize and refine it, and make it part of their building operation.

V

COUNTY CONSULTANT/PRINCIPAL CLASSROOM VISITATIONS AND CONFERENCING

Checking for Understanding Guided Practice	Consultancy Assistance Planning Time Classroom Assistance Reinforcement	Implementation Refinement

Ashland College and Ohio State University (Mansfield) Support

The initial impact of staff development sessions on participants is evaluated in seven ways:

1. Evaluation forms are completed by participants.
2. County office consultants gather verbal comments from participants.
3. Verbal comments are solicited from principals and superintendents at their monthly meetings.
4. The written products from inservice sessions are evaluated by county office personnel and by college and university professors.
5. Principals and county office consultants assess the immediate changes in teacher classroom behavior.
6. On yearlong and multi-year projects, consultants gather, between meetings, formative evaluation results to use in fashioning future meeting agendas.
7. Each staff development project has specific objectives and is assessed in relation to its objectives.

To date, the long-term impact of staff development sessions has been measured informally by principals' and county office consultants' assessment of changes in teacher classroom behavior. Some changes are obvious to note and document; for example, teachers continue to turn in lesson plans referenced to courses of study; teacher evaluations continue to document efforts in utilizing effective teaching strategies; teachers continue to use classroom strategies for teaching written composition.

Student standardized test scores have been studied over the past three years. No significant change has taken place in these scores. However, student scores have averaged better than 1.5 years above grade level. It is possible that a more rigorous measure will be needed to obtain discriminating information for staff development evaluation purposes.

Finally, at the beginning of each school year, our progress on our long-range staff development program is assessed.

Calendar of Activities

The calendar below is typical of the staff development activities that occur:

August	Administrators Retreat New Teacher Orientation Meeting Beginning Staff Meetings
September	New Teacher Orientation Meetings Principal Meetings Consultant Meetings
October	County Inservice Day Staff Development Committee Meeting Initial Projects Meetings Consultant-Teacher-Administrator Project Visits New Teacher Orientation Meeting
November	Second Projects Meetings Consultant-Teacher-Administrator Project Visits Principal Meetings Consultant Meetings Board Member-Administrator Fall Inservice Program New Teacher Orientation Meeting
December	Third Projects Meetings
January	Fourth Projects Meetings Consultant-Teacher-Administrator Project Visits Local School District Inservice Days Consultant Meetings
February	Fifth Projects Meetings Consultant-Teacher-Administrator Project Visits Principal Meetings New Teacher Orientation Meeting Course of Study Development Meetings

March	Sixth Projects Meetings Consultant-Teacher-Administrator Project Visits Principal Meetings Consultant Meetings New Teacher Orientation Meeting
April	Seventh Projects Meetings Consultant-Teacher-Administrator Project Visits Course of Study Development Meetings Principal Meetings Board Member-Administrator Inservice Program
May	Eighth Projects Meetings Staff Development Committee Meetings Consultant Meetings
June	Course of Study Development Meetings

Efforts are made to tie these activities together for maximum staff development impact. Three to six major staff development projects are conducted each year. Four recent projects have become multi-year efforts for staff development.

Staff Development Sketch

In light of our effective instruction mission statement, concerns expressed in our needs assessment on the part of teachers, principals and superintendents, and the interest of our staff development committee, a project entitled "Identifying and Further Developing the Characteristics of Effective Teaching" was conducted during the 1985-86 school year.

The goals of this effective teaching program were numerous. It was necessary to identify the effective teaching behaviors and train administrators in recognizing these effective teaching characteristics and developing them in teachers. Administrators and consultants needed to cultivate the effective teaching characteristics in classroom teachers involved in this program. It was important to examine alternative means for assuring that lesson planning give direction to implementing courses of study. It was also necessary to employ lesson planning as a tool for increasing the use of effective teaching strategies in the classroom and to capitalize on lesson planning as a tool for academic supervision. A further goal was to develop district-specific and building-specific recommendations for successfully accomplishing the previously noted goals. We utilized a portion of Teacher Development funds for 1984-1985 and 1985-1986 to support this program.

There were four major objectives set initially for this project. The first objective was to familiarize participants with classroom behaviors characteristic of effective teaching. The second objective was to develop principal and consultant skills in observing and recording teacher classroom behaviors in such a manner as to provide meaningful feedback to teachers. The third objective was to increase teacher discrimination in selecting classroom behaviors. The final objective was to develop principals' and consultants' skills in coaching the effective teaching behaviors in instructors.

Formats

The effective teaching project commenced with an inservice program for administrators and consultants to develop skills related to the four objectives. This training was held August 13-14 at Mohican Lodge. In September each administrator and consultant identified three classroom teachers to work with. Also in September, principals and consultants participated in an in-depth inservice activity to observe, record, and coach teachers toward developing effective classroom questioning skills.

In October, teachers, principals, and consultants were trained in effective teaching behaviors. They were instructed on how to record them and how to use the records to improve instruction. The inservice presenters were the seven local school superintendents. The project outline was explained and clarified. The teachers were informed that during each of six classroom meetings, project principals and consultants would concentrate on one area of the effective teaching model. It was further explained that following each of these six meetings, principals and consultants would have preconferences, observations, and postconferences classroom meetings.

During the months of October and November, principals, consultants, and teachers explored questioning. In November, principals, consultants, and teachers explored questioning. In November, principals and consultants were trained in set induction and closure. During the months of November, December, and January project principals, consultants and teachers explored set induction and closure. February saw the principals and consultants trained in the reinforcement cuing/motivation component of the model. February and March were then used to explore reinforcement cuing/motivation by principals, consultants, and classroom teachers. In March, principals and consultants were trained in motion/proximity. During March and April, principals, consultants, and teachers explored motion/proximity. April was used to review and evaluate the yearlong project.

Impact

The impact of the Effective Teaching Program was significant where superintendent leadership and commitment were present and where principal and consultant leadership was exerted. In those places where such leadership was present, teacher ownership developed and the effective teaching model was positively utilized. Extracting a sample of participants' quotations from the summary evaluations, the following four were most representative:

> "I felt the observational techniques and strategies provided invaluable assistance to the process of supervising teachers."
>
> "The strategies used in presenting a lesson helped teachers present lessons so that more constructive learning could take place."
>
> "I felt a common language to use in discussing teaching methods with staff was of most value to me."
>
> ". . . good rapport and communications. Teachers did not seem threatened during observation."

In the area of project highlights, the following three quotes appear to constitute the opinions of many participants:

> "I have a tool to provide constructive feedback to staff members about their classroom performance."
>
> "I now have the ability to support teachers with clear data about their classrooms."
>
> "I got into the classroom more."

In all, 26 percent of the principals, consultants, and their teachers went from the awareness to the implementation to the refinement stage in the Effective Teaching Program. Thirty-three percent of the principals and consultants -- along with their teachers -- went beyond the awareness stage to struggle with implementation. Forty-one percent of the principals and consultants and their teachers worked at the awareness level and accomplished nothing more.

The accountability design for this project was three-fold. First, ongoing discussions at the six inservice meetings for principals and consultants gave clear indications of principal and consultant involvement. Second, project participants were required to turn in logs documenting time spent on project activities. And, third, project evaluation forms were completed independently by principals, teachers, and consultants. By comparing and contrasting the principals' and consultants' responses to those of their project teachers, a clear picture of the level of project involvement was obtained. The major accountability factor was personal credibility. Teachers, principals, and consultants knew what the project expectations were. They could not shortchange each other without compromising their credibility.

The major benefits of the project were identification of the effective teaching behaviors; development of principal and administrator skills in observing and recording teacher classroom behaviors; and increased awareness on the part of teachers about their instructional behaviors. Also, for 26 percent of project principals and consultants, there were improved skills in coaching teachers toward effective teaching behaviors.

Attendant benefits from the program were four-fold. The first benefit was the development of a vocabulary to facilitate communication regarding instruction. The second attendant benefit was the development of a level of trust between teachers and administrators. The third benefit was the development of new confidence on the part of the 26 percent of the teachers, principals, and consultants who successfully attained the refinement stage in effective teaching. The final benefit was that principals and consultants got back to basics -- the importance of their responsibilities in helping teachers improve instruction.

There are three promising outcomes of the effective teaching project. The first is that the superintendents and principals have requested a continuation and expansion of this project for the next school year. Second, the development of a New Teacher Orientation Program for 1986-1987 consists of meetings for new teachers in each of the effective teaching areas; conferencing and classroom assistance for the new teachers take place between meetings. Third, the emergence of teacher leadership in this area. During the 1986-87 school year, 31 mentor teachers are employed to assist new teachers.

Adaptability

Concerning the adaptability of the program, it is important to analyze what worked and what might be done differently to insure the most positive success of this program. It is important to note that this project is feasible anywhere the desire is present. The key to successful implementation is a sincere commitment on the part of administrators, consultants, and teachers to improve.

Looking at the portions of the program which worked successfully, it appears that there are five areas of effectiveness. The first area of success involved taking a descriptive research base and verifying it by use with principals, consultants, and teachers. The program proved that a practical research base can be realized by its users if it is based on what effective teachers characteristically demonstrate in their classrooms.

The second area of effectiveness concerns the idea of being concrete, specific, and objective in the observational approach. Teachers' anxiety lessened when they understood exactly what was being observed, and that the data collected were highly objective and not subjective in nature. This lowering of anxiety was shown through very positive teacher comments.

A third area of effectiveness resulted from the presence of an outside authority, Dr. Paul Wachtel, presenting the effective teaching model initially to administrators. Having an outside source present this information resulted in improved credibility for this instructional information.

A fourth area that worked well was the presentation of information to teachers and administrators simultaneously. In this way, both knew what to expect. As a result both parties were more comfortable and confident.

A fifth area of effectiveness was the overriding concept that an idea such as effective teaching does not necessarily have to come from a teacher inservice program. If an idea is good, and the people proposing the project are committed, the program will succeed.

There also were some aspects of this program which could have been improved. It would have been advantageous to have had more complete information about this program before principals and consultants selected teachers to participate. The principals and consultants were introduced to the program in August and were asked to select teachers before having an opportunity to digest what they had been told and to ask questions. As a result many were vague in explaining what was required when enlisting teacher commitment. A follow-up meeting in September prior to selecting teachers would have been extremely beneficial.

A second suggestion for improvement would have been to schedule three additional meetings for principals. As an example, one in the second quarter of the school year, one in the third quarter, and, finally, one in the fourth quarter. These meetings would have differed from the principals' meetings which focused on a particular model component to be used in future observations. Instead, these three meetings would focus on reporting progress made in using this program effectively. This would have been helpful to share ideas and experiences, and it would also add additional pressure to work efficiently in this program. Regrettably, some administrators did less and less as the year progressed. These meetings might have helped curtail this trend.

Another alteration which would have been productive would have been for periodic teacher evaluations during the school year.

The year-end evaluation which was employed suggested that some administrators had not made a concerted effort to follow through with classroom observations. If administrators had known that teachers would be reporting progress in terms of classroom visits, additional pressure to comply with the program would have resulted.

The final suggestion for improvement would be for volunteers to participate in this program among the administrators; or to have had all administrators required, through previously explained means, to comply successfully with the project. If volunteers were used, then the volunteer administrators would have been excellent resource people for training administrators the following year.

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A SCHOOL IMPROVEMENT PROJECT IN THE COLUMBUS CITY SCHOOL DISTRICT

Since the Columbus Public Schools first opened its doors in 1845, the district has been a leader in urban education. It has achieved this level of success through the efforts of a dedicated board of education, an outstanding staff, a supportive community, and, most importantly, a diverse student body.

Nearly 68,000 students attend the district's 129 desegregated schools, learning skills that will help them become responsible and productive adults. No student's needs are overlooked. Programs for the gifted are provided, as well as classes for children with physical or mental impairments. Four career centers provide a unique opportunity for students to obtain training in everything from health occupations to the performing arts. A strong community education program and a series of alternative schools are also part of the educational services that the district provides to the Columbus community. In addition, each of the district's 16 high schools is accredited by the North Central Association of Colleges and Universities.

Approximately 7,000 employees make the Columbus Public Schools the sixth largest employer in Columbus. Over 4,000 of these employees are teachers. Helping schools with their educational programs are over 4,500 volunteers who work with the staff throughout the school year.

The cost of running the Columbus Public Schools is more than $200 million a year. The bulk of the district's revenue comes from local property taxes and state aid.

Columbus students benefit greatly from the partnerships which exist between the district and the central Ohio community. The Adopt-A-School Program, Summer Tech, and the Columbus Public Schools Fund are just a few examples of the programs which have brought community resources into the schools.

Through the combined efforts of the board, staff, pupils, parents, and community-at-large, the Columbus Public Schools strives to meet the educational needs of children.

The data below provide an overview of the district:

- 67,647 students in 1984-85; 67,240 estimated for 1985-86.
- Second largest system in Ohio.
- Sixteenth largest city system in the United States.
- Total employees (as of June 1985): 6,886 including 4,082 teachers, 2,454 classified and support staff, and 350 administrators.
- Sixth largest employer in Columbus.
- Boundaries include 121 square miles.
- 130 schools in operation, including 72 elementary schools, 24 middle schools, 15 high schools, 10 alternative schools, 4 career centers, 4 special schools for the physically and emotionally handicapped, and the North Education Center.
- Average teacher's salary (end of 1984-85 school year): $25,429.
- Average classroom teacher experience: 14.1 years.
- Average classroom teacher training: bachelor's degree plus approximately 30 hours of graduate work.
- Staff composition: 69.4 percent white, 30.1 percent non-white; 35 percent male, 65 percent female.
- Pupil composition: 54.4 percent white, 45.6 percent non-white; 51.4 percent male, 48.6 percent female.

Resources

Established as a result of federal court order to desegregate, the Office of Staff Development was charged with the responsibility to provide effective inservice programs to ease the transition for persons involved in the implementation of the order. Such inservice programs were intended to create peaceful and successful desegregation. From large group preplanned sessions early on, we now offer inservice activities based on expressed and identified needs at the building and departmental levels. Our initial desegregation was non-violent, well-orchestrated, and peaceful. Time and continued change have demonstrated that inservice efforts for all staff were an important part of the many efforts which made this occur.

The 16 certificated personnel assigned to the office represent 325 years of recognized service in the field of education; three possess a Ph.D. and ten possess an M.A.

Established in 1979, the Office of Staff Development was previously housed in a central office satellite site for two years (1979-81) and in school sites having available space for four years (1981-85). While many of our programs have a building focus, the need for a staff training center was great. In the absence of this, many programs were held in hotels or high school and career facilities.

The increased demand for staff development opportunities, coupled with the associated costs of utilizing multiple sites, resulted in the opening of a district staff development training center in September 1985. Located in a school vacated in 1981 due to declining enrollment and a desegregation student reassignment plan, the Northgate Staff Development Training Center, erected in 1977, is an open-space, climate controlled structure which provides the ultimate in versatility as a staff development center. This is an indication of the commitment of our board of education and the superintendent to meet the staff training needs of district employees.

In an important related matter, our district budget has allocated funds which can be expended to employ substitute teachers so that regular classroom teachers may have release time for training activities. Approximately 35 teachers per day may be released from classroom responsibilities to experience planned staff development opportunities. The total operational allocation for the Office of Staff Development is $940,325.

Ongoing Program Elements

Complexity and change in society affect education. School districts must develop effective responses to the human needs inherent in these conditions. Our approach to addressing these needs is staff development.

Staff development provides opportunities for personal and professional growth and renewal for all of our personnel. These renewal opportunities result from collaborative efforts between representatives of the staff development department and those receiving services. Positive human relations, the interaction between people that brings about understanding of self and others, are totally integrated in every aspect of staff development.

Our ultimate aim is to improve services and instruction for students and to foster an optimal educational environment in the schools.

Education in our district is of a high quality, but by assisting each other and continually providing quality skill-building opportunities which will result in greater competency, we can become even better.

To this end, our goals are

- to improve pupil acquisition of basic skills.
- to provide ongoing inservice programs for district administrators.
- to support building-level staff development.
- to provide district inservice activities for teachers and professional support staff.
- to coordinate programs with area colleges and universities,
- to carry out other special projects which will facilitate the continuance of quality and competence of all district personnel.

Our staff development and human relations activities involve the services of a special assistant to the superintendent, director, supervisor, eight staff development and human relations specialists, five school improvement program liaisons, and three secretaries to accomplish program goals and objectives. The special assistant provides leadership for the entire program. The director is responsible for the overall operation of the department and provides specific leadership for the school improvement program and exchange of services agreement with The

Ohio State University and related activities with other area institutions of higher learning. The supervisor is responsible for accomplishing program objectives and for supervising the staff development and human relations specialists and the school improvement liaisons. The present staff of eight persons provides technical assistance for building-level staff development programs; conducts inservice workshops for professional staff members, conducts inservice activities for support staff; and assists with special projects assigned to the department. The school improvement program liaisons provide on-site assistance in coordinating the school improvement program in designated schools.

1. School Improvement Program. The department of staff development and human relations provides support for the school improvement program in the following ways: (1) Five program liaisons provide on-site assistance for concentrating a school improvement effort in a designated number of schools; (2) eight staff development and human relations specialists are available to provide technical assistance in staff development which supports the philosophy of school improvement at participating schools; (3) the department provides substitute teachers for school improvement program-related activities when necessary; (4) the department provides funds for hiring consultants to conduct school improvement program-related inservice activities when necessary. The director of staff development and human relations provides the overall leadership for the school improvement program and

works closely with the division of elementary schools and division of secondary schools.

2. Teacher Expectations and Student Achievement (TESA). The Teacher Expectations and Student Achievement Program provides teacher training to improve student academic performance in the classroom. The department of staff development and human relations is responsible for conducting TESA workshops for teachers and instructional aides. Participating teachers and instructional aides attend an orientation meting, five three-hour workshops, and an evaluation meeting. During each workshop, three supportive and motivational techniques are provided for teachers to use with students. During the period between workshops, participants observe and code each other to ensure the application of the teaching techniques. Training is accomplished by staff development and human relations specialists as well as district resource staff and classroom teachers.

3. Administrators' Leadership Academy. Administrator Academies, periodic inservice workshops, are planned for principals and assistant principals. The purpose of these programs is to provide professional and personal growth opportunities for participants. Specific attention has been given to provide networks of knowledge and collegiality between school administrators and administrators in community agencies. This has strengthened the image of public education, particularly

in a large urban district within the greater metropolitan area.

4. Technical Assistance for Building-Level Staff Development Programs or Support Staff Programs. Upon request, the staff development and human relations specialists provide technical assistance for building-level or for support staff inservice programs. Technical assistance may include conducting an assessment of staff needs, planning activities, conducting inservice activities, and providing follow-up services. The primary method for managing the technical assistance program is for the staff developer and building principal or department supervisor to work with the principal's advisory committee or a staff development planning committee as the planning unit.
5. Personal and Professional Growth and Development Opportunities. An Investment in Excellence seminar, a two-day opportunity, is designed and implemented to make participants aware of strategies to improve their future by enhancing personal growth in all areas of their lives. Participants are led to discover how to understand why they think, feel, and act as they do; become more productive at home and at work; handle, constructively, the stress of everyday living; set and achieve goals easily, without pressure or timetables.
6. College and University Programs. Through the Office of Staff Development, networks are maintained with area

colleges and universities. This involves exchange of services agreements, placement of pre-service personnel, implementing college-credit course opportunities for district personnel, and issuing university scrip for personnel to further their professional development. While a rather involved process, this activity, which joins pre-service and inservice education, is translated into approximately $750,000 annually for continued higher education opportunities for district employees.

7. Special Projects. In addition to the very specific programs cited above, special projects are conducted as needed. These projects are numerous and varied depending upon the circumstances within the district. Despite the fact that specific projects are often unanticipated in the long-range plan, each special project is given the time and energy commensurate to achieve the specified goals and objectives.

General Staff Development/Human Relations Inservice Topics. Staff development specialists are trained to assist staffs or school groups in assessing the needs of the group, setting goals, planning, and then implementing and evaluating effective inservice programs. In addition to this technical assistance, staff development specialists can deliver specific information on the teaching-learning process, discipline, parent-school-community cooperation, communication, conflict management, and interpersonal relations.

Prior to an inservice activity, each session is carefully planned by the staff or a school-based committee, the principal or program administrator, the staff developer, and a consultant when necessary. All inservice activities become a matter of record through the use of the following:

(1) A design worksheet is completed prior to the inservice activity.

(2) Evaluation forms are completed by each participant at the conclusion of a session.

(3) A follow-up procedure is facilitated by a contact person who indicates a willingness to help with the follow-up. It is the responsibility of the contact person to help staff members in the implementation of any presented materials or innovation and in four weeks to see how things are going. The contact person keeps the staff developer informed of progress and additional assistance which might be required. In this way, we are able to form a partnership with teachers in a coaching process. Checking back in four weeks, the contact person responds to the follow-up survey form either orally or in writing.

Calendar of Activities

Staff development activities in the Columbus Public Schools occur in a variety of settings and are designed for school-level programs, special-area programs, and district-level programs.

During the 1985-86 school year, 155 inservice programs were conducted.

The following table depicts those staff development programs, by month, which were (a) initiated by the Office of Staff Development and/or (b) initiated by those requesting service and involved cooperative development and implementation by those requesting service and the Office of Staff Development. Footnotes following the table provide clarification of school-level programs, (b) special-area programs, and (c) district-level programs.

Month	School-Level Programs[1]	Special-Area Programs[2]	District-Level Programs[3]	Total Programs
August		2		2
September	4	1		5
October	12	3		15
November	13	7		20
December	9	1	2	12
January	11		2	13
February	18	6	1	25
March	16	1	2	19
April	16	3	1	20
May	18		3	21
June	1	2		3

1 a. School-based staff development programs--initiated by the school and planned in cooperation with the Office of Staff Development.

b. School-Improvement-Program staff development--administrative responsibility was assigned to the Office of Staff Development.

2 State and Federal Programs
Safety and Security Staff
Comprehensive Office Education Staff
Administrative Leadership Academy
Instructional Aides
New Teacher Orientation Follow-Up
Student Support Services--Working with Schools and Community
Transportation Services Staff
Teacher Association Conferences
Elementary Principals Study Group
Administrative Leadership Trainees
Administrative Retreats
Radio Program Staff

3 Assertive Discipline
Middle and High School Articulation Programs
Joining Pre-service and Inservice Staff Development--seminars for clinical supervision for teachers having Freshman Early Experience students
Special Education Teachers

Staff Development Sketch

Columbus City Schools' Office of Staff Development was established in 1979 as a result of a federal court order to desegregate. Its chief responsibility then was to plan and provide effective inservice education programs for those charged with implementing the desegregation order. Such programs would help ease the transition, creating a peaceful and successful desegregation of the schools.

Today, the office is charged with a broader mission. The district's board and superintendent are committed to meeting the training needs of the district's employees. They believe that as long as society remains complex and in a constant state of change and continues to influence schools, schools must develop effective ways of responding to human needs. These needs pertain to the academic and personal needs of students and the professional and personal needs of staff.

Two goals of the district particularly relevant to this broad mission and to the special project featured in this sketch are to support building-level staff development and to carry out special projects which will facilitate the continuance of quality and competence of all district personnel. When the district's superintendent identified four schools found to be in trouble and required their participation in a school climate improvement project, the Office of Staff Development was assigned to coordinate the project and provide technical assistance.

Rather than offer descriptions of the school-climate project format and impact on all four of the schools, the focus will be limited to one of the schools -- Hilltonia Middle School. The technical assistance Hilltonia Middle School received from the office represents one of seven different roles the office's staff plays in response to its mission. Technical assistance for building-level staff development follows a pattern which begins with an assessment of staff needs and includes planning and conducting activities and providing follow-up services. These procedures are initiated through the formation of a building principal's advisory committee or a staff development planning committee. Through the formation of an advisory committee, Hilltonia Middle School began its recovery.

The purpose of the advisory committee is to advise the building administrator of both staff and building concerns that arise throughout the year. Typically, the staff will elect two of its members to serve on the committee, and the principal appoints two individuals. The fifth member of the committee will be the individual on the staff who is the building's senior member of the district's teachers' association. This insures the local planning unit has a balance of representation of teaching and administrative concerns. The committee also works closely with a consultant from the staff development office.

Confidence in these committees stems from the district's belief that change occurs when people feel a sense of control over their future, when those directly affected by a condition are empowered to change it. Using the talent of those already inside the organization or, in this care, the school building, increases the likelihood that the staff will feel they own the problem and the solution.

All of the members of the committee are held accountable through a standard procedure for turning any inservice education activity into a matter of record. This record is maintained in three stages. A design worksheet is completed prior to all inservice activities; evaluation forms are completed by all participants at the conclusion of an inservice activity; and a follow-up is conducted with participants through the joint efforts of a consultant from the Office of Staff Development and a member of the building committee. In this way a partnership is formed between the committee representative and the consultant -- a partnership based on a coaching process. Just such a partnership was developed at Hilltonia Middle School between Charlotte Rudd and Barb Flu-Allen who represented the school's committee. The format followed to initiate change at Hilltonia Middle School was in part the result of the collaboration between Ms. Rudd and Mrs. Flu-Allen.

Formats

With notification that Hilltonia Middle School would be a participant in the district's school climate project, arrangements were made for Ms. Rudd from the staff development office and the school principal to meet in early September. After their meeting, a principal's advisory committee was formed. Mr. Decatur, the school's principal, proposed that the two positions he had the right to fill by appointment be filled with teachers elected to serve by the staff. The offer was accepted and a meeting was arranged. The principal, Mr. Decatur, members of the committee (composed entirely of teachers--Barb Flue-Allen, Carolyn Harner, Rita Duncan, Karen Kasiak, and Paula DeMoss) and Charlotte Rudd, representing the staff development office, all met and prepared to address the decline of the school's climate.

The next step was clear. The staff's and building's needs would have to be assessed. Once problems were acknowledged through the needs assessment, the staff would be prepared to begin rebuilding the school. The principal's advisory committee was renamed the Hilltonia Staff Development Committee; and two of its members, Rita Duncan and Barb Flu-Allen, were named co-chairs. With leaders identified, a response could be guided to the first and all-important question, "What do we change first?" A needs assessment instrument was developed by the committee, circulated among the staff of 45, and shared with the staff. At this time the staff was asked to submit any additional concerns. Ms. Rudd was repeatedly in the building, talking with staff in the lounge and meeting with the staff development community. From the data gathered, the committee was able to construct a program that would run through the school year. According to the assessment, communication was the major issue.

The first inservice workshop on communication was held at the Holiday Inn on December 10. The teachers were released half a day to attend. The half of the staff that attended the morning session had breakfast, and the half that attended in the afternoon session had lunch. As a result of this workshop, four subcommittees were formed: staff to administration, staff to staff, staff to student, and motivation. Every member of the staff served on one of these subcommittees and prepared an action plan. The action plans not only pertained specifically to the areas of communication linked with the subcommittees but also included 1) guidelines for clear and effective communication, 2) the identification of communications patterns that enhance or inhibit effective interaction, 3) the identification of personal and group strengths that could serve as a catalyst for change, and 4) an application of the four top concerns expressed in the needs assessment conducted prior to the workshop.

The action plans were submitted to Charlotte Rudd, staff development advisor, typed, and returned to the staff development committee to be prioritized.

A belief in the integrity and ability of the staff to solve its own problems would, in addition to the staff development committee's leadership, guide much of what followed. Between December 10 and February 10, the staff development committee met numerous times during sixth period, after school, and during part of a parent-conference day. The principal and his assistant, among others, agreed to cover teachers' classes when the staff development committee met during school hours. During these meetings, the committee dealt with specific ideas that would lead to changes in the administration and among the staff. Access to strategies for building a positive climate was deemed critical.

The next step was to arrange another workshop that would feature such strategies. The second inservice workshop was held on February 10 and required early dismissal for students in order to release the entire staff for the program. Out of this training, the staff was able to identify additional strategies for improving staff-to-staff, staff-to-student, and staff-to-administration communication, and for motivating staff and students. The four subcommittees also picked up hints on how they could work more effectively together within their groups.

The third and final inservice workshop was held on March 10. Again, through the use of our early dismissal, the entire staff was released to attend Charlotte Rudd's three-part workshop. The first two parts of her presentation related to sensitivity and self-concept. Participants were able to identify statements damaging to self-concept and activities that can be used to improve students' self-concept in the classroom. The third part of the workshop gave the various subcommittees an opportunity to share with one another the results of their action plans. At the conclusion of the sharing, subcommittees were invited to reexamine their plans, assess their progress, and agree on a new timeline, where necessary, for completing their plans.

By spring the school had been turned around. The subcommittees met together one more time on May 19 and reported on the year's accomplishments.

Impact

By May 19, the staff of Hilltonia Middle School was prepared to report on the year's activities and lay out plans for the 1986-1987 school year. Each staff development subcommittee reported on its accomplishments. The following items are examples of what the various committees implemented in the first year and hope to implement in the second.

Accomplishments	New Objectives
1. Shared minutes of grade-level meetings through bulletins.	1. Acknowledge staff members' birthdays with cards and celebrations.
2. Posted an activities calendar in the office to help coordinate school activities.	2. Conduct secret pal activities.
3. Formed a committee to improve the scheduling of teachers' duties and students' classes.	3. Continue the activities initiated during the first year and begin year with an initiation for the program.
4. Held a potluck lunch for each grade level.	4. Expand number of school spirit assemblies and related activities.

5. Arranged for the recognition of teachers through bulletins and announcements over the public address system.	5. Expand student recognition program with a preliminary review of the criteria for qualifications.
6. Devised a means of recognizing students' good conduct through a homeroom banner contest.	6. Institute automatic detentions for class tardiness.
7. Conducted a career day for for students that was particularly successful because of support from entire staff. (The Franklin County Sheriff's Department "adopted" the school as a result of its success.)	7. Send letters home to parents of students who have made the honor and merit rolls.
8. Held a science fair that stimulated impressive responses from students to science challenges.	8. Expand science fair so competition extends into regional fairs.
	9. Stimulate student interest in the school though door decorations, Black history events, more field trips, and spelling bees.

As far as Hilltonia's staff is concerned, the planning associated with the interaction among themselves throughout the school year was crucial to the project's success. The sense of camaraderie, control, and efficacy that evolved from the team decision-making process is valued beyond the immediate results. There is also a prevailing commitment to preserving these benefits over the long term. Now the school enjoys more than a systematic approach to staff development. It also enjoys a new identity as an organization.

The durability of the present decision-making structure in the form of training will depend on commitment. The commitment to change will only be part of the formula for success. Commitment from the participants in the operation will also be decisive. Follow-up from the Office of Staff Development, continued buildingwide participation of the teaching staff in professional growth, and support from the building administration constitute the other important parts of the formula of success.

Adaptability

Another school district with a similar need to turn certain school buildings around should make note of the investment of time, money, and energy associated with this project. Unless one has the full support of the superintendent; unless one has a consultant from inside the district with the responsibility of maintaining steady contact with the teams, keeping them on task, informed, and skilled through training; and unless one can actually extend the power of the building administrator to the staff development committee, the project will be in jeopardy.

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A STAFF DEVELOPMENT CONSORTIUM FOR TEACHERS OF MULTIHANDICAPPED STUDENTS: NORTHMONT CITY SCHOOL DISTRICT

The Northmont community comprises a 44-square mile area located primarily in northern Montgomery County. The cities of Englewood and Union, the villages of Clayton and Phillipsburg, and Randolph Township are all a part of the greater community. The southernmost part of the township is located approximately nine miles north of Dayton.

Northmont is an area of suburban and rural mix. The community still retains its rich heritage and its small community flavor. Population is about 30,000. Northmont easily accesses I-70 and I-75.

Northmont and the North Consortium school districts are located just a short distance away from Wright Patterson Air Force Base, the Air Force Museum, the James M. Cox Dayton International Airport, the Museum of Natural History, the Dayton Art Institute, the Wegerzyn Garden Center, the University of Dayton, Wright State University, Sinclair Community College, and numerous hospitals and health centers. The nearby Montgomery County Joint Vocational School offers vocational training to Northmont students as well as offering a wealth of adult education programs.

The Northmont City School District includes seven elementary schools, a junior high with seventh and eighth grades, and a senior high school. District enrollment is about 6,200 students, kindergarten through twelfth grade.

The special needs of exceptional children are recognized by Northmont. The district's elementary program for the gifted and talented develops the learner's creativity and critical thinking. In addition, Northmont offers the following classes for other exceptional students:

Specific Learning Disabled (SLD) -- Nine classes with 102 students

Developmentally Handicapped (DH) -- Four classes with 30 students

Individual/Small Group Instruction (I/SGI): (usually called tutors) -- Nine tutors with 73 students (mostly SLD)

These are programs within the district. The coordinator of special programs is also responsible for students with other exceptionalities whose needs must be served outside the district. Some DH and SLD students attend the Montgomery County Joint Vocational School District. Students with Severe Behavior Handicaps (SBH) attend an educational program that is a cooperative among six northern area school districts, Good Samaritan Mental Health Center for Youth Resources, and Montgomery County Schools. Students with Orthopedic Handicaps (OH), Hearing Handicaps (HH), and some SBH attend schools in the Dayton area or in other areas of the state of Ohio.

Of these, the most remarkable program, which requires extensive cooperation of eight school districts along I-70, is for students with Multihandicaps (MH). These are students in the moderate, severe, or profound range of mental retardation. Some are served in the schools sponsored by the Board of Mental Retardation and Developmental Disabilities (MRDD). However, by definition, these are separate facilities where there is not the opportunity for exposure to nonhandicapped peers.

The charter member districts that began planning in the 1982-83 school year are four city school districts along I-70: Northmont, Huber Heights, Trotwood-Madison, and Vandalia-Butler. Their demographic profile is similar overall to Northmont's. In the 1983-84 school year, three local school districts were offered the availability of a consortium program for any MH students who might live in their attendance areas. These school districts are also clustered around I-70: Northridge and Mad River are demographically similar to Northmont, while Brookville tends to be more rural. In the 1984-85 school year, Milton-Union Exempted Village Schools in Miami County became a charter member of the consortium, since they planned to house a secondary unit for the 1985-86 school year. Milton-Union is a semi-suburban to rural district; however, it is contiguous to and north of Northmont and shares many of the same community resources, both for community experiences and job markets for students. Milton-Union Schools, though a relatively smaller district, employs a director of special education. This has facilitated some versatile MH programming for the consortium.

Consequently, during the 1984-85 school year, after two years of planning, approximately 18 students with MH began to be educated in self-contained classes in public school buildings: one primary in Northwood Elementary (Northmont), one intermediate in Shilohview (Trotwood-Madison), one secondary in Studebaker (Huber Heights). In the 1985-86 school year, there were 32 students in four classes housed in four relatively contiguous school districts: one primary in Northwood Elementary (Northmont), two intermediates in Shilohview (Trotwood-Madison), two secondary, one in Milton-Union Middle School and one in Studebaker (Huber Heights). The projected membership for 1986-87 is about 40, with the addition of one high school class at Wayne High School (Huber Heights). The Northmont coordinator of special programs has a limited amount of time weekly (which is reimbursed to Northmont through excess costs) to function as program director for the North Consortium Program for Multihandicapped, as it is called. At the beginning of the 1985-86 school year, Northmont had eight students in the MH program.

Resources

In general, the coordinator of special programs was given the key role and responsibility for staff development in the North Consortium Program for MH. Additional dollars were allocated for staff development, especially for the released time for such staff meetings. Milton-Union Schools volunteered to be fiscal agent for a grant from the Division of Vocational Education, Special Needs, provided cooperatively through the Montgomery County Joint Vocational School. Milton-Union's director of special education largely administered this grant and helped greatly in facilitating the staff development described in this paper. This grant enabled the North Consortium to purchase the services of Dr. Sharon Freagon and her staff from Dekalb, Illinois. Dr. Freagon has facilitated the development of a program for similar populations in the Dekalb area over the last seven years. Dr. Freagon's curriculum and course of studies emphasize community-based education. Dekalb is a suburban to rural community north of Chicago. Dr. Freagon's program required the forming of an association, similar to the North Consortium. The Dekalb program has provided Multihandicapped students with marked independence culminating in employment.

Ongoing Program Elements

The mission statement for the consortium focuses on the dignity and worth of the individual. To sustain this ideal, the consortium commits itself to a philosophy of education designed to improve the quality of life. The educational process is viewed as a responsibility shared by the community, parents, students, and school personnel. The paramount importance of the individual is never more necessary than in working with students who have exceptional needs, so that their handicapping condition never becomes an excuse for dependency, but rather proves a stimulus for independence. It is refreshing to see students with MH proud of being able to follow their own schedule and perform useful jobs in school and in the community.

These ideas embody the long-range plan for staff development; that is, to enhance educators' skills which will facilitate their students' reaching independence as adults, to whatever extent that may be possible. Program evaluation is accomplished by the following:

1. Written and verbal feedback has been garnered from teachers and parents;

2. Longitudinal follow-up of students is maintained to ascertain that they are indeed moving toward independence as adults;
3. Frequent visits by Dr. Freagon, made feasible through Milton-Union's vocational grant and through cooperation with the Miami Valley Regional Center for Handicapped Children, offer an opportunity for self-evaluation as well as an objective point of reference.

Calendar of Activities

The Milton-Union vocational grant allocated funds for Dr. Freagon to visit the North Consortium in the fall of 1985, in January of 1986, and again in the spring of 1986. In the fall and spring, Dr. Freagon spent a day in each of the four school buildings in the four districts housing the MH program. She met extensively with staff to assess needs and to determine a plan of action. This obviously required close cooperation of the eight school districts involved, particularly the four school districts housing classrooms.

The governance body of the North Consortium Program for MH, consisting of directors of pupil personnel or their designees from each of the eight school districts, meets on an average of once a month. The Northmont coordinator of special programs keeps them informed on all the staff development issues and clears these issues with the governance board.

Also, there was extensive collaboration between the North Consortium and the Miami Valley Regional Center for Handicapped Children in the person of the instructional resource center coordinator. The Montgomery County Board of Education furnished, by contract, two speech-language coordinators to facilitate the development of communication skills. These coordinators worked in an ongoing fashion with the speech-language pathologist for the MH Program (Northmont employee) and with the West-Milton speech-language pathologist who also assisted the MH students at Milton-Union Middle School. The coordinators also took an active part in all the staff development activities.

Staff Development Sketch

The staff development project in the school year of 1985-86 presented in this brief case study is that of the North Consortium Program for MH. Consortium staff met on the average of once a month. The first meetings focused on the needs for staff development. The fall visit of Dr. Freagon focused this needs assessment on the following three areas:

1. Community-based education.
2. Classroom games and other instructional materials that focused on teaching academics through community-oriented activities; for example, department store games, money games.
3. A structuring of the classroom to resemble the chronologically age-appropriate settings of other non-handicapped peers; the primary class, for instance, was structured along the lines of a first grade classroom.

The planning for this staff development project began in the 1984-85 school year with a number of meetings at the regional center with agencies' representatives and school districts that had already initiated or were planning on initiating MH programs. Within the North Consortium and in the Northmont City School District, meetings were held to create ownership on the part of staff. Besides the monthly meetings, a retreat in January of 1986 at Bergamo, led by Dr. Freagon, crystallized further approaches to meeting the inservice needs.

The January and spring visits by Dr. Freagon also formed the evaluation estimate of progress among the various staff members. The course of studies developed for MH also provided assessment materials that demonstrated increased independence on the part of students in the classrooms. Parents commented on the "new attitude" of their children in assuming tasks that heretofore they had required great assistance to perform. This, of course, correlated directly with the mission statement: emphasis on the dignity of the individual requires that the individual be able to experience the dignity of work and of risk. The coordinator of special programs, in cooperation with the Milton-Union director of special education and the regional center IRC coordinator, was responsible for facilitating the process. Dr. Freagon and her staff were also key personnel in bringing about a new realization of MH students' potential.

It was only by the cooperation of the eight districts involved in the North Consortium that the MH staff development project was able to be carried out in cooperation with the regional center resource coordinator. This cooperation was focused by the coordinator of special programs. In staff development meetings, there was ample time for teachers and teacher associates to express opinions as to the direction of the program and the course of studies. In this way, teachers largely accepted ownership. Once this direction was established, the coordinator of special programs was responsible for ensuring that it was implemented.

Formats

In the fall of 1985, Dr. Sharon Freagon visited each of the four buildings where the five MH classes were housed. Because of the grant, she was able, both in the fall and in the spring, to spend a full day in each building. Dr. Freagon went into the classroom along with the coordinator of special programs and interacted with the teacher, teacher associate, and the students. Follow-up meetings were held with teachers and parents to discuss the direction of the MH Program and course of studies.

Between the fall visits and the January "retreat," classroom teachers' efforts were facilitated by the coordinator of special programs and the principals of the buildings that housed the classrooms. Design of the course of studies, including the initiation and evaluation of individual skills, was discussed and clarified at the monthly meetings.

The January retreat attempted to respond to problems which had surfaced and to assist in the implementation of an Ecological Inventory by a task-analysis approach; that is, a determination of what nonhandicapped people need to do to accomplish a task in a community setting and then a determination of the adaptations necessary for students with severe handicaps to be able to accomplish the same tasks as closely as possible to the nonhandicapped profile.

During the spring visit, the specific desired outcomes of the project were assessed and suggestions made for further implementation. The resource coordinator at the regional center continued to schedule regular meetings of the various agencies that had planned this year of visits by Dr. Freagon. The resource coordinator arranged for representatives of the various agencies involved to fly to Dekalb to visit Dr. Freagon's program.

The spring visit and the visit to Dekalb prompted the design of a "Make and Take Workshop" in the North Consortium for MH teachers and teacher associates; this occurred during the early summer of 1986 and was led by two teachers from Dr. Freagon's staff. It was also found that simulations, particularly through the use of videotape, are very valuable to students with MH and DH. Milton-Union has written a vocational grant for the 1986-87 school year that will result in inservice sessions by Dr. Freagon on transition to adulthood techniques and will also enable the purchase of the appropriate video tape equipment to encourage further simulations in the classrooms.

Impact

The staff expressed enthusiasm about the results achieved during this past school year and eagerness to pursue the project further during the coming school year. There are varying strengths among staff members, but these are coordinated in a complementary fashion. During the 1986-87 school year, there will be special emphasis on parent education; parent enthusiasm was an unanticipated benefit in 1985-86. One of the anticipated problems was that of time; it seldom seems to match the enthusiasm for further progress.

Dr. Freagon often refers to the "trickle-up" effect of her MH curriculum; she demonstrates that it reflects the best in the theory of human learning. We are all aware of the fact that, in general or special education, the most successful courses are those that are participatory and reality-based. Everyone seems to agree that motivation is best inspired by this approach. For example, if one asks a secondary student why she is taking driver education, the student will respond: "Because I want to drive!" If, on the other hand, one asks a student why he is taking another course that is not participatory and reality-based, one is liable to get the reply: "Because I have to!"

In Northmont, we have seen this "trickle-up" effect in the special education program. It was especially fortunate in this regard that the coordinator of special programs was also the program director for the North Consortium. Also, because of the cooperation of the IRC coordinator from the regional center, Northmont special education staff were able to be a part of the North Consortium experience with Dr. Freagon.

In the DH, SLD, and I/SGI programs within Northmont City School District, the coordinator of special programs visited each classroom at least once a month. At this time, conversations were held between the teacher and the coordinator of special programs to assess the needs of the various teachers within the various programs. Because of the competency based education/competency based testing (CBE/CBT), a number of meetings were held with the assistant superintendent of pupil personnel and instruction and with the directors of elementary and secondary education. At these meetings, needs of the special education staff in Northmont City School District were identified, and a plan was drawn up to meet those needs. Meetings with the tutors were held every other month; the emphasis, because of CBE/CBT, was on cooperation with general education.

Since it was felt best to await a further formulation of CBE/CBT for general education students before beginning the course of studies for students with SLD, only preliminary SLD staff inservice activities were scheduled. These were planning sessions for reaching consensus, especially at the secondary level, on the philosophy of SLD courses of study. Since the DH courses of study were deemed to be further removed from the mainstream of general education, it was decided to proceed with their development. There was, however, quite an impact on the development of the DH course of study from the community-based curriculum being implemented by the MH teachers and teacher associates in the North Consortium Program for MH.

The DH staff, in developing the course of studies, was largely influenced by their participation in the presentations by Dr. Freagon. As a result of this involvement, they conceptualized a course of studies that teaches academics through community-based experiences and simulations. This seemed especially urgent to the Northmont staff because of the "borderline Multihandicapped" profile of the current and anticipated DH populations. Some members of the DH staff presented this community-based approach for the DH population at the national and state conventions of the Council for Exceptional Children as well as to the Northmont Advisory Council. There was a wide and enthusiastic interest both on the part of educators and parents.

In the SLD meetings preliminary to designing at least addenda to the general education course of study (to be undertaken in the 1986-87 school year), the SLD staff identified the need for a "lifeskill" educational approach. The current perception of the SLD staff is that such an approach will be a very modified form of the community-based curriculum. Since the tutors are more involved in the general education mainstream which is now just taking some preliminary steps to focus on a community-based curriculum, the adaptability to I/SGIs is less clear at this time.

Adaptability

A number of other school districts have visited the North Consortium program for MH. Especially through the cooperation of the regional center coordinator, these districts are attempting to train staff members along the lines of the community-based course of studies.

The costs in terms of consultant's fees, lodgings, and transportation amounted to approximately $4500. A serious problem that we have faced, and that other programs just beginning will probably face, is coordination of time. This would be impossible without dedication on the part of the Northmont City School District, the districts involved in the North Consortium, and the cooperation of the Miami Valley Regional Center for Handicapped

Children. There seems to be little doubt that these qualities will endure and grow stronger in the future.

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STRENGTHENING THE CURRICULUM THROUGH TECHNOLOGY IN AKRON CITY SCHOOLS

The Akron City School District consists of 58 schools--eight senior high schools, nine middle schools and junior high schools, and 41 elementary schools. There are 35,000 pupils enrolled, and 1,800 classroom teachers are employed by the district. The city of Akron is a combination industrial-technical-service-oriented community of approximately 235,000 people. Citizens in Akron are proud of their schools. The district is known as an outstanding school system and has experienced tremendous support from the public. The community has supported every levy proposal for additional funds since World War II. The school system works closely with local business, industry, and government.

The district has an experienced staff. The average teacher has been with the school system more than 15 years and 49 percent have a master's degree. PTA groups are strong and are supportive of the school system. They are actively involved in working for better schools and providing children with expanded opportunities for learning.

Resources

The district has a forward-looking and supportive board of education. In the late 1970s, the board committed the school system to a strong staff development program through establishment of a citywide staff development center. The superintendent of schools is a firm advocate of continuing staff development.

The staff development center is a former school building adapted to accommodate a variety of staff development activities. Classrooms were remodeled to accommodate both large and small groups. A radio-television studio was constructed, and both the library services and audio-visual departments were relocated in this facility. The staff development center has consolidated all media services and curriculum development in one center to provide inservice growth, curriculum development, and instructional resources for all staff members. Participants include teachers, administrators, non-teaching personnel, parents, and community members. Curriculum department staff members are housed in the center, which functions as the location for development of new programs, curriculum revision, textbook adoption, and production of materials for staff use.

The staff development center is under the direction of the Division of Curriculum and Instruction and provides leadership in staff development for all employees.

The staff development center contains an instructional design center which provides expertise and leadership for the development and implementation of instructional material for all staff members. The center also houses a microcomputer center which is the hub of curriculum improvement through technology. The microcomputer center houses 13 Apple IIe computers with printers and double disk drives, two large-screen televisions, and a direct phone line with modem for access to various data bases and bulletin board communication.

enthusiastic and exciting educators from outside Akron speak to the entire group.

This past year there were two speakers. One was Geraldine Kozberg, director of program and staff development for the St. Paul, Minnesota, schools. She spoke on the topic of "Learning in a Computer Culture." The second speaker was Art Fesemyer from Northeastern Educational Television of Ohio. He spoke on the topic of "Improving Learning With Interactive Video." Each speaker spoke for approximately 90 minutes which included a 30-minute question and answer period.

Approximately 150 staff members attended this morning session. In the afternoon staff members attended other inservice sessions by grade level or subject area.

The evaluations for this morning session were excellent. Both speakers were very enthusiastic and exciting. Geraldine Kozberg gave teachers great ideas for relating an abstract activity such as programming in Logo to supplement the traditional curriculum. Art Fesemyer's presentation enabled teachers to be introduced to the "cutting-edge" technology of interactive video. All in all, the morning was very well-received by those who attended.

Microcomputer Workshops at The Staff Development Center

There are various reasons why a school system should provide ongoing training in the use of microcomputers for all teachers:

- Make staff members feel comfortable with using the microcomputer by having an actual "hands-on" experience.

- Enable staff members to preview, evaluate, and plan for the use of selected software or courseware for their own classrooms.
- Provide staff members the opportunity to learn how to use tool software packages (that is, word processing, data base management, spreadsheet, gradebook) easily and efficiently; not by trial-and-error method.
- Encourage staff members to develop information literacy skills in their students by mastering elementary skills in the manipulation of the microcomputer.
- Provide a place for staff members to come and share ideas with other colleagues regarding the implementation of microcomputers in the classroom.

The microcomputer training program is ongoing and is offered all year round. A new list of workshops is offered on a quarterly basis. Beginning each summer, fall, winter, and spring, all staff members are sent a schedule of workshops with an accompanying registration sheet. The staff member sends the registration sheet to the staff development center to enroll in a workshop. The workshops are offered after school each Monday through Thursday and also Saturday mornings. Generally, each workshop meets for eight sessions. Each session is two hours in length. Therefore, each staff member receives 16 hours of instruction per workshop. Each person can also enroll for an optional hour of graduate credit through Kent State University.

All workshops include hands-on computer work with a maximum of two participants per computer. The following are some of the workshop titles:

- Level I BASIC
- Using New MECC Software
- Newsroom--Writing Newsletters With a Computer
- Logo
- An Introduction to AppleWorks
- Data Base Management
- Word Processing With the Computer
- Introduction to Pascal
- Graphics and Sound
- Information Literacy

The workshops have been available to all staff members since 1981. Approximately 1300 different staff members have taken advantage of the workshops. Attending the workshop is done voluntarily by staff members on their own time after school, Saturday mornings, or during the summer months. During the 1985-1986 year, there were over 400 participants. New workshops are continually being offered. This year five new workshops were offered: Introduction to Pascal, Graphics and Sound, Newsroom--Writing Newsletters With a Computer, Introduction to AppleWorks, and Information Literacy. This training program has been the backbone of teacher willingness to make use of computers in the classroom, but it is not the only method for guaranteeing quality use of technology. There is an ongoing search for new ways -- new workshops and new training modalities -- for supporting teachers.

Computer Liaison Meetings

The goal of these meetings is to provide information to one representative from each building who in turn can take that information and give it to all staff members of their building.

During the school year, the curriculum specialist for computer education meets with three separate groups (elementary, middle school, and senior high school) of computer liaisons. Each group meets four times during the school year. The meetings are held at various school computer centers. By meeting in different school computer centers, liaisons can get ideas for arranging the computer center in their own buildings.

Some of the discussion topics of these meetings are curriculum development and revision; software acquisition and review; hardware uses; teaching techniques; management of a school computer center; and informal sharing of ideas. Various computer liaisons give presentations to the group regarding the above topics. Generally, around 80 percent of the liaisons attend each of the voluntary meetings.

These meetings have been an excellent vehicle for liaisons to get to know each other and share ideas informally as well as formally. It has also worked well for the curriculum specialist for computer education to see, hear, and talk to liaisons regarding their needs, concerns, and successes. The second year of these meetings has just been completed. During the first year, the meetings were held once a month, which turned out to be quite demanding for everyone. Thus, this year meeting only four times was much more manageable.

Video Tapes of Teachers Using Computers With Students

The following are reasons for making instructional video tapes on computer use in the classroom:

- provide teachers a practical, real-life model (using Akron Public Schools' students and staff) for using the computer to supplement instruction;
- provide a convenient means for teachers to begin to learn how to use the computer to supplement instruction;
- assist teachers in preparing their students to go to the computer center and complete an assignment via the computer.

During this school year, five instructional video tapes have been made featuring teachers and students within the district. The following were the subjects and grade levels covered by each of the tapes:

- Spelling (MECC Word Wizards) -- first grade students at Glover Elementary School
- Logo programming projects -- third grade students at Stewart Elementary School
- Writing Logo procedures -- third grade students at Hatton Elementary School
- Using the Ohio Career Information System (OCIS) -- juniors and seniors at Kenmore High School
- Word processing (MECC Write, MECC Spell, MECC Editor) -- seventh grade students at Riedinger Middle School

The tapes are structured into three parts: (1) introduction--the teacher and students introduce themselves to the viewer; (2)

a sample lesson--the students go through the motions demonstrating a part of a lesson; and (3) teacher spotlight--the teacher states to the viewer what materials are needed, what the student needs to know to complete a particular activity, and some final comments about the activity.

The teacher can use the tape to prepare students for activities that they would be doing when they go to the computer lab. Also, the tape could be used to generate ideas. It is hoped that students would think of different, maybe better, ways to use the computer to achieve the same objective, or results, as seen in the tape.

In parallel to student learning is teacher training. As a class is watching this tape, two things are happening: students are watching the teacher and student models, and the teacher is watching both the teacher and student models. The teacher is learning without the students knowing it. (Sort of on-the-job training!) This tape is helping both teacher and student alike. It is not intended to completely teach, but it is meant to generate interest so that the teacher and students will further explore the lesson. This serves much like a "story starter" for a writing lesson. This tape is one means of providing a link between computer lab activities and classroom activities.

The teacher could use these tapes prior to going to the computer lab to prepare students or after completing an activity in the lab as a form of review. The tapes could be used by teachers in the traditional classroom or in the convenience of their homes. By looking briefly at the tapes at home, the teacher could easily get an idea for what the lesson entailed. This convenience factor is what makes this concept so exciting. Many people learn by watching someone else do an activity, and this is what these tapes provide both teachers and students alike -- a model to follow and improve upon.

Thus far, the tapes have been shown at building-level staff meetings as an introduction. Some principals have requested copies of the tapes for their buildings, and some teachers have also requested copies of the tapes. It must not be assumed that everyone knows how to show a tape. These tapes do not have to be shown sequentially, but they should be stopped, reversed, and shown again to make sure that the students understand what is happening. Also, some amount of discussion during the tape should occur between the teacher and students.

These tapes will be very beneficial to all teachers as they begin to make more use of the computer labs within their buildings. The tapes are just another alternative for helping teachers make use of computers to assist students in the learning process.

School-Based Staff Development Formats

Microcomputer Workshops at The School Computer Center

Convenience for the classroom teacher to obtain microcomputer training was the purpose for offering microcomputer workshops at the building site. Additionally, there was a need for providing workshops tailored to assist teachers to meet their school's Operation Curriculum goals. Building-level microcomputer workshops enabled teachers to receive training without having to drive to the staff development center.

For the first time, during this past school year, building-level microcomputer training workshops were offered. Some of the workshops were informal, and some were formal. The more formal workshops were essentially structured the same as the workshops offered at the staff development center. Some workshops were conducted before school; some were conducted after school.

Workshops were conducted at Glover and King Elementary Schools and at Central-Hower High School. Two workshops were conducted at Glover School during the morning. They were on teaching spelling via the computer and on writing newsletters with the computer. At King School, a workshop was conducted after school on preview and evaluation of MECC software. At Central-Hower, three workshops were conducted. They were Word Processing, Data Base Management, and Preview and Evaluation of MECC Software. The Central-Hower workshops helped some members of that staff meet the goals of their High School for the Future project.

Many of the staff members commented favorably regarding the availability of workshops in their own building. They also were able to obtain graduate credit for the workshops at both King and Central-Hower. These workshops provided the teachers a convenient place and time to preview software for use with their students. They were also able to discuss ideas for classroom management, software filing, and the location of materials with their fellow teachers as they previewed the software in their own computer center.

The Akron Board of Education provided funding for remodeling of the center and continues to fund the center through a variety of budgets which provide money for supplies and materials, sponsorship of workshops and seminars, payment of presenters, purchase of equipment, and employment of substitute teachers to release classroom teachers so they can participate in a variety of professional growth experiences.

The district provides classroom teachers with extensive opportunities to participate in professional growth. During the 1985-86 school year, for example, substitute teachers were employed 2,282 times for this purpose. Staff members participated in meetings, attended workshops and seminars, reviewed and developed instructional materials, and visited teachers within the system and nearby school systems.

Ongoing Program Elements

Staff development creates an environment for all persons involved in the education of all learners to work together to help students become responsible, self-directed, and self-disciplined individuals capable of functioning in society and the world community.

The district provides staff development opportunities in two major ways: school-based programs and citywide programs.

Citywide programs, conducted at the staff development center, are open to all Akron staff members and to staff members from surrounding school systems when space is available. School-based staff development focuses on programs and activities conducted at specific buildings designed by the principal and staff at that building. In Akron, a vehicle for encouraging and facilitating individual school staff development and school improvement projects is called Operation Curriculum.

The key element in the success of Operation Curriculum is the principal working closely with faculty members to assess needs in the building, to agree on one or two school improvement goals for the year, and to implement cooperatively a staff development program to achieve the goals. Curriculum division staff members assist individual schools with needs assessment, human and financial resources, and the evaluation process. Principals, K-12 from within a school cluster, meet during the school year to sha school improvement goals, implementation procedures, and progra evaluation. A school cluster is a senior high school, a middle or junior high school, and the elementary schools that feed into these schools.

An action plan is developed for each school improvement project. The principal, in cooperation with the faculty, develops a priority, establishes a goal, describes the action plan and alternative activities, develops formative evaluation that is carried out during the project, and establishes summative evaluation criteria for final determination of success. The plan also includes a listing of additional resources and personnel that may be of assistance. The summative evaluation plan delineates the target population, methods of evaluation, areas of success, areas of need, influencing factors, and recommendations for future directions. Operation Curriculum is a formalized program that enhances building-level staff development and provides for ongoing evaluation of professional growth activities.

Citywide staff development conducted at the staff development center is evaluated through written instruments, interviews with participants, and follow-up studies with staff members.

The long-range plan for staff development is tied directly to the curriculum development process which is a five-year cycle of examination, development, and revision for each subject area. A major part of the five-year process is a needs assessment which determines needs for staff development and training in each subject area. This five-stage curriculum development process functions as the long-range plan for staff development in the schools.

Calendar of Activities

Staff development is conducted through school-based programs and citywide programs which include more than 80 workshops and seminars throughout the school year. During the summer months, approximately 25-30 workshops are conducted for staff members. During the school year, workshops are conducted fall, winter, and spring in a variety of subject areas with major emphasis on use of technology to improve curriculum and instruction. Workshops and seminars are offered during the school day, after school, evenings, and Saturdays.

The governance body for staff development is the curriculum council, which is a group of curriculum staff members who meet weekly with the assistant superintendent for curriculum and instruction to plan, implement, and evaluate curriculum and staff development activities. This group consists of the directors of elementary and secondary education, the director of staff development, and other department heads in the areas of special education, media services, career education, adult services, supplemental services, music, art, physical education, and child study-guidance. Each of these department heads works closely with curriculum specialists and classroom teachers to plan, implement, and evaluate staff development activities.

Needs assessment is conducted through building-level activities as a part of the Operation Curriculum concept and also through citywide staff development via written needs assessment instruments and interview procedures carried out by the director of staff development and curriculum specialists.

Staff development is coordinated through a variety of outside groups including Akron University and Kent State University, the Northeastern Ohio Staff Development Planning Council, the Ohio Department of Education, Division of Inservice Education, and the National Staff Development Council. In addition, the district works closely with local agencies such as community drug boards, the city of Akron, the local newspaper, and representatives of business and industry. Many of the citywide and building-level programs are planned in cooperation with representatives of these groups.

Staff members are made aware of professional growth opportunities through a monthly calendar, newsletters, brochures, and individual workshop flyers.

In addition, two essential staff development activities are conducted for principals that ensure school improvement and assist in developing quality schools. These programs, which work in concert with each other and with Operation Curriculum, are administrative workshops and the /I/D/E/A/ Principals' Inservice Program. Each program dovetails effectively with the other programs, yet each is an independent activity.

For the past six years, principals have participated in an annual series of administrative workshops designed to improve supervision of instruction. These workshops have been designed by a committee of principals, assistant principals, and central office staff. They have involved presentations by Akron principals and guest speakers, viewing of teaching lessons via video tape, extensive small group discussion, and development of materials for use in the supervisory process. Topics were as follows: analyzing components of the teaching lesson; effective use of supervisory report forms; questioning skills; conferencing skills; and time on task analysis.

The administrative workshops have two major goals--to improve the teaching-learning process and to improve the principal's supervisory skills. The ultimate goal, of course, is increased learning by pupils. These workshops have introduced the concept of clinical supervision whereby staff members identify areas of needed improvement and focus on this improvement through pre-observation activities, observation of the teaching lesson, and post-observation conferences.

A second program that provides more extensive opportunities for principals to work together and learn from each other is the /I/D/E/A/ Principals' Inservice Program. Principals meet monthly in small, job-alike groups to share problems, to brainstorm solutions, and to improve professional competencies so that they can improve school programs for children. The sessions provide extended opportunities for principals to discuss the supervisory process, to refine these techniques, and to implement them in greater depth in their own school. In this program, a group of six to ten participants meets monthly with a trained facilitator in a collegial support group. Through a sequence of group-generated activities based on the anticipated program outcomes, the collegial support group becomes a resource team for each individual.

A unique aspect of the /I/D/E/A/ Inservice Program is that all activities focus directly on the local school and the needs of local principals as participants. The collegial support group functions as the central focus of the program.

Principals receive support and encouragement through regular monthly meetings with colleagues. Using group skills and problem solving techniques, the group generates ideas, alternative solutions, and feedback to help improve school programs for students and to promote professional growth for each member. It is important to note that the principal gains ideas and support from other principals and takes this information and formulates his or her own decisions.

Each of these essential activities guides principals in crucial aspects of their leadership. Principals must continue to improve the teaching-learning process through effective supervision; principals must interact and learn from each other; and principals must initiate school improvement at the building level.

As we know from effective schools research and our own personal observations, quality schools are led by quality principals. The goal in all their inservice programs is continuous improvement as a way of life. These programs form an integral part of the commitment to quality education in the district.

The district is providing a comprehensive staff development program for all employees through a major commitment of human and material resources. The result is an improved staff and quality education for pupils in an outstanding school system.

Staff Development Sketch

The improvement of the curriculum through technology is an integrated approach which synthesizes citywide and school-based staff development. This project uses a variety of formats in accomplishing its goals.

Citywide Staff Development Formats

Staff Development Day on Technology

This activity helped teachers begin to think of new ways to use technology for supplementing and enhancing instruction. Additionally, the teachers were more enthusiastic with regard to making use of technology in their classroom. The goal was to have

Demonstration Teaching and Coaching Follow-up

The primary goal of this activity was to help the classroom teacher become as comfortable as possible in the non-traditional environment of the computer center. Teachers must have successful experiences with their students while in the computer center. The workshops and tapes just could not help the teacher enough to experience success and self-confidence in the computer center. The feeling was that there had to be an activity that involved teachers with their students actually in class. Video tapes or workshops just could not provide that real experience. Therefore, the curriculum specialist for computer education offered to teach all classes in a building with the teacher observing the lesson. The following week teachers taught their classes, and the curriculum specialist coached as needed.

During the 1985-86 school year, the curriculum specialist for computer education taught approximately 95 percent of all classes at seven elementary schools. The schools were Hatton, Margaret Park, King, Forest Hill, David Hill, Robinson, and Leggett. With the exception of Hatton, all of these schools received computer centers during the 1985-1986 school year.

Initially, the curriculum specialist met with the building principal, computer committee, or gave a staff presentation which outlined the plan. Generally, a computer center schedule was made for all classes by the principal, and the curriculum specialist then taught every class K-6 for that building. The goals for these initial lessons were as follows:

All students in a class will be able to:

- identify computer hardware components
- handle a disk properly
- insert a disk into the disk drive
- turn on all equipment
- read and follow menus on the screen
- take out a disk properly
- turn off all equipment

The teacher will be able to:

- follow the classroom management model as provided in the example lesson
- see an example of how a piece of software can be used to supplement the present curriculum

The following week the teacher would teach the class, and the curriculum specialist would be in the room to coach, or assist in any manner, so as to guarantee a smooth lesson.

The time commitment for the curriculum specialist was approximately two weeks for each building.

This activity was a very demanding one for the curriculum specialist, but the most rewarding by far. The primary thrust of this effort was to help teachers become comfortable and experience success while in this non-traditional environment. The teachers had to experience success and thus gain the self-confidence necessary for them to want to bring their students to the computer center again and again.

Additionally, two other goals were achieved by the curriculum specialist: (1) actually seeing that all students K-6, and special education, could work at the computer, and (2) getting a feel for teacher attitudes toward using the computer by listening and talking to each teacher individually.

Also, from this experience a classroom management model was written for teachers to use. This management model was written in a step-by-step format for teachers to use or, as one building principal stated, for substitute teachers to use.

This effort was almost done out of desperation to make sure that all our students were receiving quality instruction via the computer. Nothing else could do what this activity did for all of the teachers. Teachers are able to get some real on-the-job training right in their own schools with their own students.

Staff Meeting Presentations

This activity is usually initiated by a request from the building principal to the curriculum specialist for computer education. Some of the reasons for giving staff meeting presentations are:

- Outline steps for implementing a computer center within the school.
- Present ideas for classroom management within the computer center.
- Demonstrate new software packages that could be used to supplement a particular area of the curriculum.
- Show video tapes of other teachers using computers to supplement instruction.

- Outline a plan for assisting all teachers to begin to make use of the computer center within their building.

Generally, the purpose of these presentations is to assist the building principal to implement the use of computers within the total school.

The planning for these presentations begins with the curriculum specialist meeting with the building principal. They discuss what the staff needs are and how a particular type of presentation to the staff can help meet those needs. From this meeting, a presentation is scheduled.

The staff meetings usually last for one hour, before school or after school. These presentations take from 15 minutes up to the entire staff meeting. The presentations are given in the normal staff meeting room or in the school computer center.

Many different presentations have been given. Software has been demonstrated via a large-screen monitor in the normal staff meeting room. Also, software has been previewed by all staff in the computer center. In both instances, ideas were given to teachers as to how they can use one computer with a large group or in the computer center using 12-15 computers with the entire class. Classroom logistics, mechanics, or management techniques are always a focal point of these presentations. Also, video tapes of other Akron teachers have been used to give another look at how one might use software to supplement traditional instruction.

Presentations on what to expect when the school's computer center is installed are also given. Another presentation is on how to manage a class while in the computer center.

All of these presentations include a question and answer period. Usually much discussion comes from the presentation. Teachers have many questions regarding the implementation of technology such as microcomputers.

These presentations provide the school staff with much information in a short period of time. The goal is to get the teachers thinking about how they will implement the computer to enhance daily instruction and to give teachers as many examples and ideas as possible for making use of computers to supplement instruction. These presentations help teachers as they begin to formulate plans for using the computer as a part of their teaching repertoire.

Impact

Improving curriculum through technology is an ongoing project which reflects the district's long-term commitment to integrating computers into classrooms. There is clear evidence based on observations that this goal is being achieved. The citywide effort, when combined with staff development at the buildings, ensures that implementation is occurring. Teachers and students are increasingly using the technology. As a result, the teaching-learning environment is being strengthened.

Adaptability

This program demands time and effort. But educators can adapt the basic formats and delivery system for their school districts. Major problems are coordination of citywide and school-based programs so that these experiences help teachers have a positive experience as they learn the new skills. This project requires at least one person to coordinate the effort, an adequate supply of hardware and software, and enough time to ensure that the transfer of skills can occur.

Costs and staffing requirements will depend on the size of the district and the number of teachers who will be trained. Careful planning and preparation to insure readiness for such a project are essential.

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THE SUMMIT COUNTY CONSORTIUM THINKING SKILLS PROJECT

The Summit County Board of Education serves eight local districts: Coventry, Green, Hudson, Manchester, Mogadore, Revere, Springfield, and Woodridge. These suburban districts ring the city of Akron. They range from lower-middle to upper-middle socioeconomically. The average daily membership ranges from just under 1000 to 3500 students. Community support in all districts for schools has been overwhelmingly favorable until the past several years when school levies have been defeated more often, reflecting the economic hard times generally more than dissatisfaction with the school system. These suburban schools tax themselves heavily and zealously guard their local autonomy. There is pride in the schools, whether in a predominantly blue-collar locale; or one where 83 percent of the seniors go on to four year colleges, and 75 percent of those attend private or Ivy league universities. They share a county office of education that provides supportive services which would otherwise require duplication in each of the eight local districts, resulting in a more productive use of time and talents.

Resources

Each consortium school district pays a membership fee which entitles that district to send a team of six educators, teachers or administrators, to consortium meetings for the year. During the first year, the fee was $400.00 per team; for each additional person the fee was $25.00. Every consortium school has elected to send additional participants to at least one meeting. The school district pays for the cost of substitutes, lunch if one is provided, and any mileage that may be incurred.

A county office administrator is chairman of the consortium committee; other county office personnel have been designated as chairmen of selected conferences, and a county office consortium representative is treasurer. Secretarial, office costs, and participants' materials are borne by the office. All consortium committee meetings are conducted by the county office.

The key to the success of the consortium has been the involvement of all the districts at each committee meeting. General policies are formulated there. Central to the process is the cross-section of educators on the consortium council. Although the majority are curriculum directors, superintendents, coordinators, and supervisors, teachers are also represented. This representation gives an informed base for decision making. One extremely important factor in the effectiveness of the Summit County Staff Development Consortium is the presence of small city districts which elected to be a part of the consortium when the choice was given to them. The consortium now consists of seven local Summit County districts and five city districts.

Ongoing Program Elements

The goals statement as originally conceived in 1984 consists of four elements:

1. To provide a sequential series of staff development programs which are mutually beneficial, multi-district, and beyond the resources of individual districts.

2. To encourage effective staff development consistently and at all levels, K-12, in planning, implementing, and evaluating programs. Components include theory, modeling, practicing, feedback, and coaching.
3. To establish a comprehensive program of staff development to improve teacher and administrator competencies which will be compatible with the Ohio Department of Education requirements for continuing education units.
4. To develop an information support network among school districts to facilitate inservice programs.

Calendar of Activities

The consortium council meets several times a semester as needed, determining the general directions of the consortium. It is then left to the county office staff to administer and follow through. Specific speakers, format of the meetings, and conduct of the meetings are left to county office personnel. Input from the committee is always sought and revisions made to accomodate where possible. The 1985-86 school year was the first year of consortium team meetings. One was held in the first semester, January 16; one in the second semester, April 8; the third took place on August 19, 1986; and the fourth meeting was for administrators only.

Collaboration is sought where the best resources can be found. At this point, the consortium has worked with two local universities, the University of Akron and Kent State University, the Ohio Department of Education, the Association for Supervision and Curriculum Development, the National Diffusion Network, publishing corporations, educational corporations, and outstanding projects and individuals.

Staff Development Sketch

The thinking skills project--the first major project of the consortium--generated enthusiastic response from teachers and administrators who participated in it.

After the staff development consortium met initially to determine possibilities and priorities, it was decided that a joint effort in planning, implementing, and cost-sharing of staff development programs was possible. Members returned to their home district to do needs assessments. Needs assessment guides and forms were provided.

At the next meeting, the development of a plan that would permit options to fill individual district needs while maintaining participation in shared inservice opportunities was sought. At that meeting, members' priority listings were posted so that all could see them clearly. After discussion and explanation of the procedure, each district representative was given 50 pennies and told to use the money to vote for the projects considered most important. This procedure was aimed at solidifying the group and removing undue influence which could be exerted by forceful personalities.

The initial round of bidding was done without much comment, but when the amounts were tallied and voting began again, lobbying was much in evidence before all the money was spent. It was a productive exercise. The thinking skills topic was targeted for a shared inservice program, with the proviso that learning theory should be an important part of the program design.

A timeline of three inservice meetings was chosen. All were optional. Determination of the upfront money and the number of educators to form the eligible local teams was set at $400 for a team of six administrators or teachers. Additional representatives from each district would be charged a $25 fee each, whether attending all consortium meetings or just one.

Formats

The committee agreed that inservice programs consisting of a single session are largely ineffective. Inservice activities will be more effective if spaced out in two or three meetings to allow teachers time to try out new practices and to modify them to fit their situations. This also permits ongoing discussion of problems and concerns related to implementation. The one-shot presentation does not allow for the gradual change in techniques, and the school setting is necessary for successful implementation.

The proposed schedule was set as follows:

- An Initial Major Meeting:

  What Are the Basics of Thinking Skills: An Overview of Methods and Research.

  How Can We Use Thinking Skills?

  Application of Theories to the Classroom.

  The Principal's Role in Enhancing Thinking Skills.

  Demonstration, Practice, and Feedback.

- Thinking Skills Implementation Session:

  How Did It Work? Local Teams Update.

Discussion of Applications and Concerns about the New Techniques.

Practicing and Giving Feedback.

Microteaching, Role Playing, or Peer Observation.

- Staff Development Conference Thinking Skills:

  Keynote speakers with concurrent small group sessions made up of locally trained thinking skills resource teachers as well as other outstanding talents.

Impact

The impact of the program has exceeded the highest expectations. The consortium influence is strong in schools. Consortium team members have become "true believers" with converts. Other teachers are requesting the opportunity to participate. As an example, over 300 educators registered for a Thinking Skills Conference sponsored by the consortium, and 95 percent of them attended on their own time.

One of the unanticipated consequences has been the enthusiastic reception given to this collaborative concept. It was not possible to anticipate that 12 districts would want to participate. There now are other districts outside the county that want to join, and the consortium is considering the pros and cons. It may be that becoming larger may not be a benefit, or it may be that growth is good.

Since the size of the consortium and the number of teachers involved were more than anticipated, numerous copies of everything from handouts to worksheets and financial vouchers were needed.

This requires more secretarial work, a not inconsequential consideration.

One outgrowth of the consortium is the sharing that has begun to take place among schools. Another has been the realization of the benefits possible from working together under the aegis of the county office, and, as important, the benefits of being a part of a larger organization.

Several purposes were not achieved because neither teachers nor teams were ready for them: peer observation and peer coaching. However, some teachers in some schools are now preparing to do this. It just needed time, trust, and training.

The most important impact was the decision of the consortium to continue. The question was not even whether to continue, but where to put the emphasis. The major theme of thinking skills will again be emphasized, with other tangential approaches included, such as a writing workshop and Project Impact which deals with math and science and thinking skills.

Adaptability

This project is adaptable. Of major importance is the preparation time necessary to make it work. It will not be accomplished by memo. A small dedicated core of workers is necessary to read the recent research, to set up possible formats, to project timelines, to determine the composition of the initial committee, and to become aware of the individuals and resources available for achieving the results desired. Secretarial work is important for materials and record keeping.

Leadership willing to risk the tumultuousness of change, administrators willing to release teachers for inservice sessions, teachers willing to give extra time and effort, securing extraordinarily good presenters, making time for the teams to meet during each meeting: these elements will ensure a program that works.

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A SUPPORT PROGRAM FOR NEW TEACHERS IN THE DAYTON CITY SCHOOL DISTRICT

The Dayton City School District is the sixth largest employer in the Dayton area employing 3,084 full-time people and 1,041 part-time people for a total of 4,957. The district serves over 50,000 different members of the community. Indeed the largest portion of those served are young people in kindergarten through twelfth grade.

Dayton Public Schools provides early childhood education and Headstart programs; the district transports private school youngsters to schools; the district helps adults in the community through various adult programs.

Not all of the students served live within school district boundaries. The schools are served by a six-county regional center offering programs for the visually impaired, hearing impaired, multiple and orthopedically handicapped. The Grace A. Greene Vocational Center is a part of this regional network and also a part of the school district. The Hawthorne Center's program for pregnant teenagers enrolls youngsters throughout Montgomery County. For the most part, however, the 29,627 Dayton Public Schools' students live within the boundaries of the district.

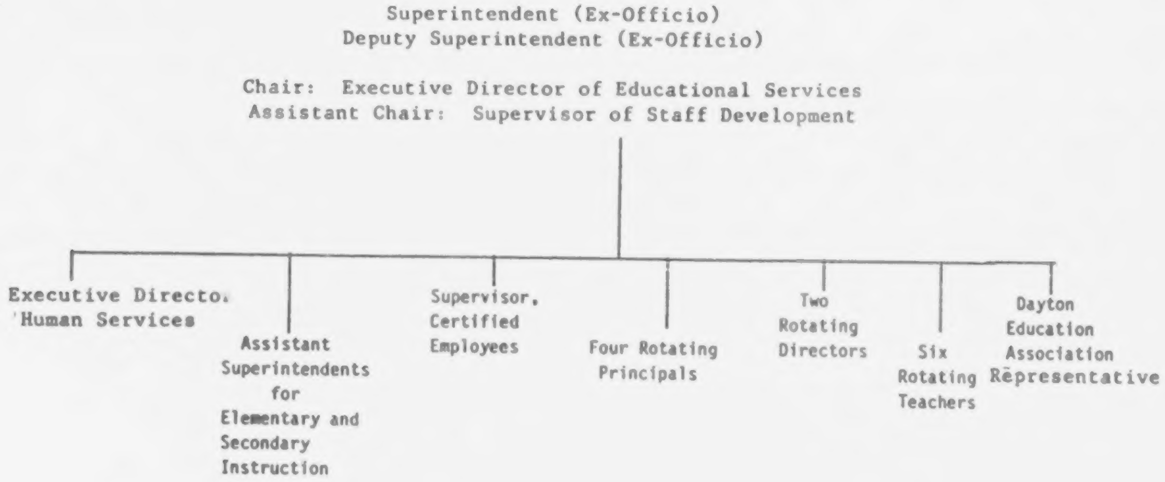
The socioeconomic makeup of the Dayton district is unique. The racial composition is 60 percent minority and 40 percent white. Economically, more than 50 percent of Dayton Public Schools' students come from homes receiving some form of public assistance.

In the Dayton Public Schools, a person's income, color, or gender is not the measure to be used in determining that person's ability or right to be educated. The schools' task is to take every child who comes and help him or her develop to full potential.

Dayton Public Schools are characterized as having a student-centered program; a focus on academic achievement; a dedicated staff; and a program responsive to students' needs.

Resources

The planning structure of the staff development program involves every segment of the school system. The governance body, called the Staff Development Council, is organized as shown in the chart below:


Superintendent (Ex-Officio)
Deputy Superintendent (Ex-Officio)
Chair: Executive Director of Educational Services
Assistant Chair: Supervisor of Staff Development
Executive Directo. Human Services
Assistant Superintendents for Elementary and Secondary Instruction
Supervisor, Certified Employees
Four Rotating Principals
Two Rotating Directors
Six Rotating Teachers
Dayton Education Association Representative

The Staff Development Council is the basic professional development planning group for the system. Its major function is to identify the main staff development priorities or goals of the district. These goals constitute a superstructure against which staff development outcomes are set. Staff development activities have the greatest potential impact when program outcomes are congruent with district goals. Staff development outcomes can be established apart from system priorities. They are, nevertheless, most effectively pursued within a systemwide goal-directed setting.

Within each building and each central office division, a staff development team composed of a minimum of three members, including the unit administrator, is to be selected. One person, preferably a staff member other than the unit administrator, is identified to chair the team.

When system priorities are set and the planning structure is in place, the preparation and staff development planning functions are effectively pursued. When staff development efforts are geared to skill improvement after a staff has learned a new skill, practice and coaching must occur. Support is provided in the form of observation, help, and conferencing by peer groups, the building representative, the building administrator, and personnel from the central office with support from the staff development office.

In the judgement of Dayton Public Schools personnel, the district's staff development model holds great potential for long-term positive impact upon teachers and students. This model will substantially improve delivery of services to district personnel, thus improving academic excellence for all students in the district.

The Gardendale Professional Development Center has the capacity to respond to the important challenges of staff development. The overall goal of the center is to increase student achievement through staff renewal and growth. All staff development activities are channeled through the center.

The center, which began its operation in October 1982, is composed of a group of resource centers, each of which is designed around a discipline such as reading, mathematics, or science. Resources are readily available to all staff. Besides the resource centers, the professional development center also contains a professional library, a computer room, and meeting rooms. These resources are available to all district personnel.

Funding for staff development comes annually from the following sources:

1. General Funds
    a. Teacher Release Time
    b. Substitute Salary Fund
2. Teacher Development Funds
3. Excellence in Education Funds
4. Chapter 2
5. Pupil Competency Funds
6. Urban Demonstration Funds
7. Title II Funds

Because the district is firmly committed to staff development, during 1985-86 a total of $100,000 was allotted to inservice programs from the general fund.

Ongoing Program Elements

The following mission statement has been adopted by the board of education:

> We, the Dayton Board of Education, in partnership with the broad-based Dayton community, intend to offer the youth of Dayton a quality integrated education, well-grounded in the basic skills of reading, arithmetic, oral communication and writing, and incorporating the responsibility of good citizenship for each youth.
>
> We intend for each student to be nurtured in the above-mentioned skills to his or her full potential in order that he or she may maximize the quality of his or her life as an adult citizen in the world of the future.
>
> Our pledge is to offer a system of effective schools in cooperation with the community and within the scope of our resources.

The professional staff development mission statement for the Dayton Public Schools is reprinted from the Handbook of Policies:

> The Board of Education of the Dayton City School District believes in continued professional growth of staff. Further, the board and the administration will support, within available resources, programs of professional growth that are:
>
> 1. Cooperatively planned.
> 2. Systematically designed to increase knowledge and skills needed by school personnel.
> 3. Designed to foster positive attitudes necessary to quality performance of assigned responsibilities.
> 4. Role-centered and produce observable outcomes.
> 5. Based on assessment of needs, specific objectives, differentiated learning experiences, and ongoing evaluation.

Recognition of the importance of staff development by school professionals is now greater than ever. Faced with the limits of high teacher turnover, the need to consolidate curricular and instructional programs, and the need to address multiple pressures for accountability, administrators and teachers alike have brought a renewed concern to this question: How do we make staff development work?

The need for renewal is unquestioned. The district is focusing its energies and resources upon improving academic achievement. Therefore, it is incumbent that the school district, through staff development activities, help people reach their highest potential. This includes the task of assisting individuals in accepting responsibility for their behavior and in contributing productively to the mission of the school district.

Staff development in the Dayton Schools is responsive to John Gardner's urgings in Self-Renewal: The Individual and the Innovative Society: "We can never eliminate the conflict between man and his institutions, nor would we wish to, but we can insist that one of the aims of any organization be the development of those who make it up."

The Long-Range Plan

Due to district reorganization, the Dayton Schools, under the direction of the superintendent and in conjunction with cabinet members, employees, community education councils, regional educational councils, the Dayton education council, superintendent's student senate, parents, and the community-at-large have expressed a firm commitment to long-range planning. The district's mission statement serves as a guide to direct each of the divisions and departments in developing a comprehensive plan. Once the plan is developed, annual updates and evaluations will occur. The district's commitment to staff development is evident as the concept appears in a variety of goal-setting and planning documents.

Evaluation data are both formative and summative. After each staff development activity, formative data are collected to determine participants' progress toward objectives, the effectiveness of the learning experience, and the needed changes in the staff development activities. Data are also collected to determine the overall effects of the inservice training on participants and the extent to which the inservice plan was implemented. The summative data include measures of cognitive, behavioral, and attitudinal changes.

Calendar of Activities

Inservice activities are conducted based upon assessed needs of the district and prioritized needs of each school in terms of the following characteristics of effective schools: (1) school mission; (2) strong building leadership; (3) high expectations for all students and staff; (4) frequent monitoring of student progress; (5) a positive learning climate; (6) sufficient opportunity for learning; and (7) parent and community involvement.

Teacher Expectations and Student Achievement (TESA)

This staff development training program for teachers encourages nondiscriminatory behavior toward all students to increase academic performance. TESA offers training on relationships between teachers' expectations and student learning. Participants are introduced to 15 specific teaching behaviors which affect teachers' interactions with students.

Participating teachers attend an orientation, five three-hour workshops, and an evaluation meeting. During each of the workshops, three supportive and motivational instructional techniques are provided for teachers to use with students. During the period between workshops, teachers observe and code each other in the classroom use of instructional techniques.

Teacher Support Networks for Entry-Year Teachers

This yearlong program of professional development for teachers new to the Dayton City Schools has two major goals:

1. To strengthen teacher competencies while introducing new knowledge and skills in response to individual assessment of needs.
2. To build skills and commitment for continuing professional development through networking, mentoring, and the use of consultants.

Participants receive a total of nine hours of graduate credit for the academic year; three in each quarter, including credit for field components relating to the program.

Superintendent's Seminar for Teachers

The objectives of this program are two-fold: to provide a segment of the school district's established pool of professional teachers with opportunities for enhanced, regularly scheduled educational activities; and to identify options for professional growth in the Dayton Public Schools as well as possible career ladder opportunities for advancement.

The superintendent's seminar focuses on current issues such as educational reform, research on instructional effectiveness and cognition training, and current trends for advancement in the schools. Presentations include lectures, simulations, group discussions, assigned readings, written assignments, and presentations by successful practicing school educators. Presentations are also made by key Dayton staff members.

A major goal of the program is to combine the theoretical with the practical; to provide teachers with the ability to apply theory to practice in a way that enhances both personal-professional growth and the ability to contribute to the progress of the district. Participants in the seminar receive an agreed-upon stipend.

Teacher Center Workshops

The teacher workshops concept features a format tailored directly to the professional development of teachers in the district. Research shows that inservice activities for teachers are most effective in the form of ongoing programming. Through the center, teachers are afforded the opportunity to gain professional expertise on a carefully planned, systematic basis. Courses offered through the center can enrich other current inservice training efforts by providing offerings on practical skills teachers may apply in the classroom.

Teacher center workshops are structured around a series of self-contained mini-courses lasting two and one-half hours each. Nine single-session mini-courses are offered per term with a total of 27 offerings per year.

These courses are run once per week in the evening. Participants may take a single course or combination of courses for non credit, or courses may be taken for credit from Wright State University.

This program was collaboratively developed by Dayton City Schools, The Dayton Education Association, and Wright State University; it is supported by an advisory board.

Teacher-Leader Program

A master of education degree program in curriculum and instruction and leadership is offered. This planned program of study covers two to three years with a required minimum of 48 hours of graduate work beyond the bachelor's degree. The teacher-leader program is administered by Wright State University.

Educational Administration Program

This two-year program administered by the University of Dayton is designed for those persons interested in obtaining a master's degree in administration leading to supervisory or principal certification.

All university programs meet at the Gardendale Professional Development Center.

The Governance Body

The governance body, the Staff Development Council, meets monthly on the second Tuesday of each month from September through June. The council conducts needs assessment activities, including surveys, interviews, and questionnaires.

The staff development office works in collaboration with the Higher Education Consortium, the Division of Inservice Education, Ohio Department of Education, Wright State University, Central State University, and the University of Dayton. Additionally, Sinclair Community College is becoming increasingly involved in school district training activities. Currently, the focus in on the various vocational education areas. These efforts focus upon programs that provide for both organizational and individual needs and priorities based upon sound research practice.

Staff development projects are continuous with emphasis on the following: district-wide staff development; building or unit-level staff development; collaborative staff development; and directed staff development.

Staff Development Sketch

The Teacher Support Networks for Entry-Year Teachers is a yearlong program of professional development for teachers who are new to the profession. The program has two major goals:

1. To strengthen teacher competencies while introducing new knowledge and skills in response to an assessment of needs.
2. To build skills and commitment for continuing professional development.

The Dayton Public Schools staff development mission statement and the goals of the teacher support network are parallel:

Mission Statement	Entry-Year Teacher Goals
1. Cooperatively planned.	1. Program collaboratively developed by Dayton Public Schools, Dayton Education Association, and Wright State University.
2. Designed to increase knowledge and skills.	2. Strengthen teacher competencies while introducing new knowledge and skills.
3. Designed to foster positive attitudes.	3. Provide encouragement, peer review, and sources of support.

4. Role-centered.	4. Mentoring relationships provide professional and personal support.
5. Based on assessment of needs.	5. Each participating teacher designs, implements, and evaluates a personal-professional development plan to increase competencies.

Well-done and appropriate needs assessments are essential to the success of staff development programs. The Dayton School District entered into this entry-year program as a result of a needs assessment conducted by the Dayton Education Association and Dayton's need to hire a large number of teachers.

According to the needs assessment, teachers were concerned with day-to-day survival, use of teaching strategies, and their ability to deal with the complexities of the classroom, the children, materials, the physical environment, the subject matter, and their own personal and professional development. Dayton Public Schools, Wright State University, and the Dayton Education Association collaboratively designed and implemented this program for entry-year teachers to meet the assessed needs.

Once the climate had been established, a common expectation for improvement developed, and a commitment was made to professional development. The district moved on to the planning stage for this staff development program.

In the fall of 1985, a committee which included central office staff, elementary, intermediate, and high school principals, veteran teachers, second- and third-year teachers, entry-year teachers, and a Dayton Education Association representative was formed. During this planning stage, the goals were refined into specific objectives, activities were planned, resources were identified, and the tentative design of the entry-year program was identified.

The evaluation of the entry-year teacher program focused on the following:

1. What method and procedures of the program seem to work well and what needs to be changed?
2. What evidence is there that the program has made the differences it is intended to make?
3. What other benefits has the program produced?

Throughout the program, formative data were collected to determine the entry-year teachers' progress toward objectives and the effectiveness of the learning experiences.

In 1985-86, the program was directed by Dr. Charles L. Willis, assistant professor of education, Wright State University. This 1986-87 school year the program director is Dr. Barbara Auer, also of Wright State University's teacher education faculty.

This yearlong program of professional development for teachers new to the Dayton City Schools and to the profession requires teachers to build skills and commitment for continuing professional development. Participating teachers design, implement, and evaluate a personal-professional development plan to increase their competencies as teachers.

In 1985-86 supervisory personnel from within the school district were assigned to entry-year teachers as mentors, providing the new teachers with professional guidance and personal support. This mentoring relationship offers a process for passing on valuable knowledge and support, thus increasing the effectiveness of the entry-year teachers in the classroom as well as increasing their productivity and commitment to the profession.

For the school year 1986-87, we invited classroom teachers selected by their principals to serve as teacher mentors on a voluntary basis. Those persons selected possessed the following characteristics:

- Two to ten years of effective teaching.
- Interest in working with new teachers to assist them in their growth potential.
- Willingness to share experiences, strengths, and vulnerabilities with others.

The 1987-88 teacher mentor program will reflect the answers to the following critical questions:

What impact will collective bargaining have on implementing the program which will no longer be voluntary?
Should the program be a definite career-ladder move or a short-term assignment?
What will teacher mentors do to justify extra pay if given?
Will mentors be given released time or a stipend payment?
What selection process will be used?
What kind of training will be available for teacher mentors?

Resource consultants from the university as well as personnel from within the district are on call to conduct seminars, visit classrooms of entry-year teachers, and to work with them on particular issues.

Leadership and decision making are shared among the teachers and program director. Seminars are used to share plans, clarify ideas, expand ideas, expand potential learning resources, and provide peer support. This shared leadership helps teachers feel that their potential is accepted and valued, their capacity for responsibility trusted, and their creative ability prized.

Although the project committee developed a comprehensive Inventory of Potential Needs of Entry-Year Teacher, program participants reviewed and refined the instrument, making additions they believe important. This responsibility gave teacher-participants strong ownership of the program.

Accountability is directed toward teacher commitment. Through their commitment to the program, teachers are treated in an open manner that encourages their own growth and causes them to work with children in the same way. Teachers enroll in the program with a commitment to share the assessment process with other members of their network. They also make a commitment to enlist assistance from network members in designing their professional growth plan, in implementing the plan, and in evaluating achievement of the plan's goals.

It is an accepted principle in the change process that individuals have to be instrumental in determining their own needs and plans for improvement if purposeful growth is to take place. For this reason, participants are expected to design, implement, and evaluate a personal-professional growth plan. Participants must be able to identify forces which influence change or hinder it; describe strategies for effective change; identify ways to respond to opportunities or pressures for change; develop awareness of systematically approaching the change process; know the importance of change processes; and involve others in the process of change.

Formats

The entry-year teacher program is guided by principles of adult learning, including ways of interacting and responding according to the individual's learning and teaching style. Few books and other printed materials are used, except those generated by the participants.

The program includes a series of 30 seminars generally meeting two hours per week during the school year. In addition to seminars, independent study, small task groups, lectures, and simulations are used.

Each teacher-support network includes from six to ten teachers organized by grade levels and subject groupings. These collegial groups provide opportunities for teachers to become resources for ideas, to engage in peer reviews, to share concerns, to provide alternative solutions to problems, and to offer continuous feedback on personal-professional development. These activities produce desired outcomes of the program.

After the initial seminars, group and individual study, and other programs, follow-up activities are organized. A great deal of assistance is frequently needed by entry-year teachers when they first attempt to use, on the job, what they have learned in the controlled environment of the program. As they begin to use new teaching strategies, for example, they may find a need to modify what they have learned to fit their particular situations.

Peers and mentors provide new teachers with ideas and encouragement to adopt what they have used successfully in the program. Another means of encouraging requests for help is through follow-up meetings among the program director, mentor, and entry-year participants. These sessions include discussions of what the participants have done to implement new strategies in the classroom, their problems, and questions.

Participants in this yearlong program have received a total of nine hours of graduate credit for the academic year; three in each quarter, including credit for field components relating to the program.

Impact

Evaluation data are being collected from program participants, mentors, and building administrators to determine which goals and objectives of the program were achieved. The data for the first year have been analyzed.

Comments from teachers included the following: "We now know where to go for resources and help." "When we felt like giving up, mentors came to our rescue." "We could not have made it through the year without the support offered by the program." "My classes are better organized, fewer behavior problems are exhibited, and students are more responsive to my teaching and their learning." These comments show that program objectives were addressed. The project clearly combined theory with practice.

During this period, teachers seemingly learn to become better learners, better teachers, and to be a more supportive peer. Being aware of how they learn, these teachers become more understanding of how their students learn.

Some teachers complained of entering the afternoon program fatigued and hungry following a full day's work. Even so, others commented on the feeling of release and relaxation provided by the supportive program. Participants asked for more demonstrations of successful techniques by their more experienced peers.

Teacher efficiency was increased. One teacher was selected to serve on a textbook committee while another made a presentation at a state department conference. Some participants indicated that they plan to begin work on their master's degree this summer.

Adaptability

This program is extremely flexible, having been developed with a variety of local resources. It demonstrates educational significance and easy transportability.

The basic cost for the project is $4,689.50 per quarter based on a maximum of 27 students. The cost includes Wright State University faculty, consultants, faculty benefits, supplies, travel, duplicating, individual costs, and tuition enrollment costs.

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TEACHER CENTER: AN AFTER-SCHOOL INSERVICE PROGRAM FOR ELEMENTARY TEACHERS IN WEST CLERMONT LOCAL SCHOOLS

The West Clermont Local School District is located on the southwestern side of Clermont County, Ohio, approximately 25 minutes from downtown Cincinnati.

The district is in transition in two significant ways. First, ten years ago, West Clermont could have been labeled a rural school district, but with the completion of Interstate 275 around the city of Cincinnati came growth to Clermont County in the form of a variety of new businesses, including two major shopping malls, and residential building. Currently, the school district has a growing student population of 8300 students which makes it the third largest school district in the Cincinnati region.

Second, because of the proximity of the community to Cincinnati proper via several new major transportation arteries, there has been an influx of new people into the area. These people tend to be in their early 30s and 40s, have college education, and carry high expectations for the education of their children, more so as a group than previous West Clermont citizenry. Consequently, because of these transitions in our community, West Clermont is now considered the fastest growing suburban school district in the Cincinnati region.

With these socioeconomic influences occurring, the board of education recently adopted a policy on staff development that brings their philosophical thought more in line with the progressive nature of the community:

> The West Clermont Local Board of Education recognizes its particular responsibility to provide opportunity for continual professional and technical growth of its staff. It is our desire that all personnel be qualified to provide a quality educational program for students being served by The West Clermont Local School District. Staff development opportunities shall include inservice courses and workshops, an adequate professional library, assistance from supervisors and consultants, school visitations, and attendance at professional conferences and meetings.
>
> As a result of this policy, it is the goal of the Board that staff members will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.
>
> The administrative staff will provide leadership which will assist each staff member to make maximum contribution to the school district's effort to provide a quality educational program for all students.

At the same time the policy was being adopted, needs assessments were received from staff which helped to develop programs for the district. Following is a brief description of each component of the West Clermont Staff Development Program:

1. Teacher Center Budget for 1986-87....$2,000

   Those staff development opportunities considered to be Teacher Center activities are based on special interests or needs of the teaching staff. Those staff development tasks that should be considered for Teacher Center include:

   A. Responses to special interest of teacher groups (gifted, stress management, discipline).

   B. Extensions and refinements of teaching and instructional strategies (alternatives to ditto, ideas about composition, creative thinking).

   C. Updates on educational trends and changes.

   D. General interest topics.

   E. Exposure to quality resource persons with special areas of expertise.

2. Teacher Grant Program Budget for 1986-87....$6,000

These funds support the implementation of one-year projects planned by teachers and other certificated personnel to improve student knowledge, attitudes, and skills. The projects, innovative to the district, must be supplemental to the existing program. Proposals which meet the identified needs of school children may be locally designed or may be adoptions of model programs developed in other educational settings.

3. Required Staff Development Activities Budget for 1986-87....$2,300

Those areas of need identified by the teaching staff or administrators that affect entire school faculties, departments, or entire district staff should be required activities. Those staff development tasks that should be considered required include:

A. Implementation of new test materials.
B. Implementation of new instructional strategies.
C. Changes in program design or philosophy.
D. Development of specially identified projects.
E. Compliance with minimum standards.

4. Building-Level Budget for Inservice Activities Budget for 1986-87...$13,000

Annually, each instructional operating unit will be allocated money to run its own staff development activities. The idea is to allow building administrators to work with their staffs and create opportunities which directly relate to building goals and objectives, including but not limited to major subject area and individual staff needs. This money is to be used for instructional purposes.

5. Administrator Summer Institute Budget for 1986-87....$2,500

The purpose of the institute is three-fold: One is setting goals for the district; two, orienting administrators to newly adopted texts, policies, or contracts; and, three, meeting interest needs of administrators.

Two sessions would be necessary each summer; one in June and one in August. Programs in June would be under the supervision of the directors. At these activities, principals would be oriented for adopted texts, instructional techniques, contract/policy interpretation, and areas of their interest. The August session would be under the supervision of the superintendent, and the primary function would be to focus on district-wide goals for the upcoming school year.

6. Conference Attendance Budget for 1986-87....$10,000

The majority of conference opportunities will be available to personnel charged with district-level responsibilities. However, individual needs may be approved through building-level inservice funds and this category.

7. Required Staff Development Activities for Administrators Budget for 1986-87...$1,000

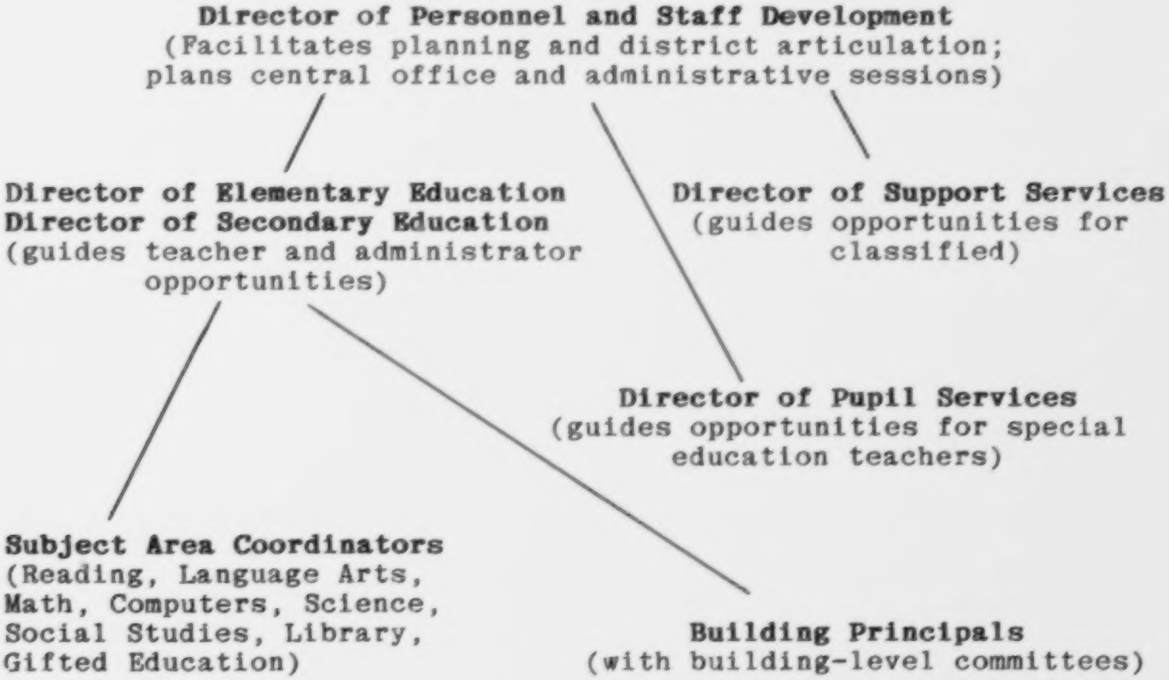
   The purpose is to schedule the review of new programs, textbooks adoptions, current issues, and special programs.

8. Classified Staff Development Programs Budget for 1986-87....$2,000

   This is an ongoing program scheduled to review new techniques in the areas of maintenance, food service, clerical, and transportation.

Resources

West Clermont Local School District's organizational structure includes a variety of curriculum and content area specialists who work together to insure that systematic staff development opportunities occur. The organizational chart for staff development outlines primary responsibility:



Director of Personnel and Staff Development
(Facilitates planning and district articulation;
plans central office and administrative sessions)

Director of Elementary Education
Director of Secondary Education
(guides teacher and administrator
opportunities)

Director of Support Services
(guides opportunities for
classified)

Director of Pupil Services
(guides opportunities for special
education teachers)

Subject Area Coordinators
(Reading, Language Arts,
Math, Computers, Science,
Social Studies, Library,
Gifted Education)

Building Principals
(with building-level committees)

In addition to the administrative and curriculum office staff, the district is supported by the Clermont County Office of Education supervisors for both regular and special education.

West Clermont is proud to include members of the teaching staff in staff development opportunities. Those teachers indicating an interest are supported and encouraged, thus broadening the base of available personnel. The district has also been able to network with surrounding districts to share time and experience for experts in the area. Support from area institutions of higher education is also available as a resource.

West Clermont Local School District receives an allocation of funds for staff development from the Ohio Department of Education. This allocation is endorsed to the Clermont County Office of Education supporting countywide revenues. The estimated budget for 1986-87 is $38,800. The approximate amounts committed to each category of staff development are outlined in the written plan. Additional staff development dollars are committed to providing substitutes for teachers released from classes for visits, conferences, seminars, and other staff development sessions.

All buildings have cafeterias or multipurpose rooms and libraries which may be used for staff development. The West Clermont Career Center cafeteria, conference rooms, and classrooms provide additional space, in a air controlled climate, for staff development purposes. A media center is available in each site providing necessary support equipment.

West Clermont is currently working to develop an intensive professional library providing those resources necessary to plan for staff development. Clermont County Office of Education also provides professional library services including video materials, filmstrips, films, and other support items.

Ongoing Program Elements

Meeting the needs, improving the quality, and making the best possible use of human resources are the mission of the district's staff development program.

As part of our long-range plan, we recognize that at the core of staff development activities are the learning needs of adults. Our theory is that adults grow throughout their lives if they are to be fulfilled as individuals. We also know that central to this theory is the assumption that meaningful learning is based on information that has personal relevance for the learner. Therefore, our long-range plan calls for us to constantly develop programs which, with appropriate input and flexibility, can provide staff with personal relevance needed to deliver outstanding services to the students of our school district.

Both formal and informal assessments are considered in planning staff development options. District employees are asked to respond to rating scales, priority listings, open-ended questionnaires, and to talk with principals, supervisors, and central office staff. The West Clermont Teachers' Association supports teacher involvement in decision making regarding staff development opportunities. Principals receive evaluative information from staff development committees at the building level. Curriculum study committees are also expected to contribute to decision making about the effectiveness of staff development opportunities.

Participants are asked not only to respond to the content and quality of those offerings made available, but also to suggest other areas for consideration and change.

Calendar of Activities

Staff development activities occur throughout the school year both in planning and delivery. Central office staff includes staff development as a topic in weekly cabinet meetings with the superintendent as appropriate. Regular meetings are also scheduled with subject area coordinators, building administrators, and subject area committee members. Additionally, building principals conduct planning sessions with staff representatives.

Needs assessment is concentrated in the spring of the school calendar, thus providing an opportunity for participants to reflect on what has occurred and to project anticipated wants and needs. Formal needs assessment data are gathered as are recommendations from study committees, which encourages planning over the summer.

The chart below depicts how staff development is scheduled and implemented:

Activity Categories	Calendar Placement	
Teacher Center	May:	Evaluation/Needs Assessment
	June-Aug.:	Planning/Organization
	Sept.-April:	Mini-sessions presented in after-school setting
Teacher Grant Program	Spring:	Grant Announcement
	June 15:	Applications submitted
	June 30:	Participants notified of funding

Activity Categories	Calendar Placement	
Teacher Grant Program (cont'd)	July-Aug.:	Planning
	Sept.-April:	Implementation
	May:	Evaluation of Project
Required Staff Development Activities for Teachers	Aug. 21:	New Teacher Orientation
	Aug. 22:	Teacher Orientation
	Oct. 17:	Fall Staff Development Day (all areas)
	March 17:	Spring Staff Development Day (all areas)
Activity Categories		**Calendar Placement**
Building-Level Inservice Activities	June:	Building Budget Announced Goals set
	July:	Building closed
	Aug.:	Planning and preparation
	Sept.-April:	Implementation of activities
	May:	Evaluation
Administrator Summer Institute	Spring:	Goal setting/Planning
	June:	In-district Institute
	Aug.:	Administrative Retreat
	Fall:	Evaluation/Review
Conference Attendance	Ongoing as opportunities are available at local, state, regional, and national level. Approved options are related to job responsibilities and district goals.	
Required Staff Development Activities for Administrators	Ongoing -- scheduled to review new programs, textbook adoptions, current issues, special problems.	
Classified Staff Development	Ongoing -- scheduled to review new techniques in the areas of maintenance, food service, and transportation.	

These staff development activities are planned and carried out by district personnel with the support of area resources. Included in past efforts are county office personnel, Ohio Department of Education personnel, college and university staff, consultants, and leaders from neighboring districts and counties.

The combined efforts of these resources provide quality opportunities for learning.

Staff Development Sketch

West Clermont Local School District's Teacher Center will be used to illustrate the district's efforts in providing positive, constructive staff development services. Teacher Center is a voluntary, after-school training program for classroom teachers and administrators. Teacher Center offerings are presented with the belief that teachers want to improve instruction; that educators will strive to improve when given practical assistance and encouragement. Teacher Center also operates on the principle that teachers know their strengths and weaknesses, and will select activities needed to improve or change their skills.

Teacher Center offerings during the 1985-86 school year were selected on needs as perceived by principals, central office administrator, subject area coordinators, and teachers. Twelve voluntary sessions were conducted. Each one-hour session focused on a particular teaching strategy or learning concept. Those topics selected were as follows:

1. Thinking Skills in Science
2. Guiding Young Authors to Write Fiction
3. Writing Activities for the Primary Classroom (K-3)
4. Beyond Book Reports
5. Using Literature to Build Writing Competence
6. Big Books in the Primary Classroom (Make It/Take It)
7. Problem Solving Strategies: Guess and Check
8. Problem Solving Strategies: Patterns/Organized Lists
9. Odyssey -- A Buddy for Your Basal

10. Successful Oral Reading Strategies
11. An Author's View on How to Teach Writing to Students
12. Sneak Preview of Economics -- Grades 1, 2, 3

These presentations and subsequent follow-up are the results of needs or weaknesses identified by one or more of the contributing groups. As topics were identified, consultants were secured. Presenters included district personnel, educational consultants, university professors, authors, administrators, and teachers. For each session presented, some follow-up information or activity was provided. All sessions were evaluated using a rating scale of one to five with five being high. Participants were also asked to suggest additional sessions and speakers; they were given the option to present a session themselves. Numbers of participants, positive attitudes toward the project, change in teaching strategies, and emergence of teacher leaders endorse the project.

Teacher Center activities were always held at the same time of day -- 4 p.m. to 5 p.m. -- and in central locations. Each topic or session was announced at least two weeks prior to the presentation. Teachers were asked to respond if they planned to attend. This response system helps to insure that announcements are read and, at least, considered.

Formats

The nature of the topic for each session dictated the activity choices of the presenters. All sessions presented a theory and research base for the concept or strategy. Each session then demonstrated a variety of activities involving participants in learning. These demonstrations and small group activities were followed with discussion of learning and thinking that occurred in the situation. All session leaders used some balance of lecture, discussion, and practical activity. Active participation in the learning process helped to ensure project success.

All sessions were planned to improve delivery of instruction. Many centered around those thinking skills necessary for building comprehension, developing understanding, and solving real problems. The population targeted was elementary classroom teachers.

Following each session, information was sent to building principals (many of whom attended) listing participants, summarizing content or key concepts, and suggesting subsequent activity or support. Teacher participants also received some follow-up information. This took many forms including suggested classroom activities, notations of other seminars or conferences on related topics, referral to professional resources, and offers of demonstration lessons or other support for change. These follow-up systems showed the support of the central office, and encouraged administrative and peer support necessary for implementation of concepts. The sessions were conducted between October and May.

Impact

The purpose of the project was to change teacher behavior in the instructional setting to reflect current research and theory. Eighty-eight percent of the participating teachers reported a positive change in routine instructional practice. Not only did teachers respond that change occurred, but they also specified what those changes were. Some examples of change reported were as follows:

1. More journal writing
2. Attempts at improving oral reading
3. More use of literature and trade books in reading instruction
4. More compositions

Teacher Center also resulted in several unanticipated or unexpected benefits to both the project and the district. First, the announcement of sessions for elementary teachers traveled by word of mouth to middle school teachers. Several middle school staff members asked to be included in future sessions or requested that similar sessions be planned for them. Second, the evaluation of sessions presented this year included needs assessment items for future planning. Nineteen teachers emerged as possible session leaders indicating that they would be willing to present or assist in presenting a specific topic. Third, participating principals have offered to plan and present future topics in their areas of interest and specialization. Fourth, invitations to parochial school teachers have resulted in dialogue and cooperation between public and private sector.

Because teachers were allowed to participate on a voluntary basis, their learning was self-directed and supported a personal commitment to improve.

Problems basic to the design are primarily those of management, both of time and resources. Because sessions are offered at the close of the school day, long hours result both for planners and participants. Availability of presenters and busy calendars sometimes cause conflicts with other activities or projects. Cost can also be a problem. It is essential that project planners consider all resources so that Teacher Center remains an affordable option. (Through networking, trading time, use of consultant and university resources, Teacher Center costs were held under $300 for the year 1985-86.)

Adaptability

Teacher Center has been modeled in a comparable suburban district with long-term success. The model has also been recognized as a possible response to staff development needs in presentations for the Clermont County Office of Education and the regional conference of the Southwest Ohio Planning Committee for Inservice Education in February 1986.

Sample materials can be made available showing need assessment instruments, announcements, response forms, follow-up materials, and evaluation tools. These samples must be adapted by local districts wishing to implement based on perceived needs and available resources.

There are seven areas of concern in ensuring success:

1. Time: Limit to one-hour presentations; stay on schedule. (Presenters sometimes stay past the 5 p.m. dismissal to answer individual questions.)

2. Quality: Select speakers who present quality sessions. Advanced contact to assure content, format, and presentation style is critical. Teachers appreciate a well-planned session.
3. Need: Choose topics for sessions based on need. Teacher interest and support are critical. If topics are not of critical interest, teachers will not attend.
4. Location: Choose a site where chairs are large enough and space is comfortable. Consider using high school facilities because of furniture size.
5. Media and Materials: Check in advance to assure that necessary equipment and materials are available to conduct the session effectively.
6. Cost: Consider carefully district and area resources. Decide what costs will be necessary for success.
7. Staffing: Team planning and execution should be considered. One person responsible for planning, organizing, and supervising results in many long days. Shared responsibility helps distribute the burden.

As with any adaptation of a model, advanced planning is critical. The adaptation must be directed to the district's needs and climate for acceptance.

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TEACHERS TEACH THINKING: A STAFF DEVELOPMENT PROGRAM AT NOTRE DAME ELEMENTARY SCHOOL

Notre Dame Elementary School is a Catholic, private school owned and operated by the Sisters of Notre Dame of Cleveland, Ohio. Since 1957 the school has been located on the grounds of the Notre Dame Educational Center in Chardon. At the present time the school has 450 students, both boys and girls, in grades kindergarten through grade 8 -- near capacity enrollment. Families sending their children to the school reside in five counties and 14 school districts, with the majority of students coming from Chardon, West Geauga, Newbury, Burton, and Mentor.

The school is staffed by a non-teaching principal and 17 full-time teachers (eight Sisters of Notre Dame and nine lay teachers). In addition, there is a full-time physical education teacher, a part-time French teacher, three part-time music teachers, one librarian, one audio-visual aide, and two part-time reading aides. The school has the service of a full-time secretary and many parent volunteers, particularly in the areas of reading in the primary grades and also in the computer program in grades 4-8.

Notre Dame Elementary School often serves as a demonstration school for the education students attending Notre Dame College and other institutions of higher learning in the area. Several faculty members are serving as cooperating teachers for the students teachers in these institutions. The school also serves as a center to give college and high school students a variety of experiences in field work related to careers in education.

The program of studies as well as the professional orientation of the faculty are based on the educational heritage and philosophy of the Sisters of Notre Dame whose primary apostolic work is the education of the whole child. Educational decisions attempt to address the needs of the individual in as many areas as possible within the limits of the resources of the school. Located as it is in a rapidly developing area of Geauga County, Notre Dame Elementary School is challenged by parents, as well as its own tradition, to provide a quality Catholic education which meets the demands of today's society. Students come from a predominantly professional middle-class community; the families place a high priority on education and are willing to sacrifice to make this possible for their children.

Resources

Notre Dame Elementary School is affiliated with the Education Office of the Cleveland Catholic Diocese. The expertise of the diocesan personnel as well as the Eastern Region Education Office of the Diocese are a major component in the ongoing staff development of its teachers. Frequent inservice opportunities are provided both on the diocesan and regional levels, the most recent being a one-day inservice program for the teachers on each grade level in the eastern region on the topic of incorporating strategies for higher-level thinking into the regular curriculum. All of the teachers at Notre Dame participated in these sessions along with the regular staff development program. In addition to membership in the National Catholic Education Association and the Ohio Catholic Education Association, the faculty participates in

Ongoing Program Elements

Staff development at Notre Dame Elementary School is a consequence of the belief that each child can be assisted to develop his or her unique potential and to assume personal responsibility for the learning process. This includes training in those skills that foster responsible decision-making and personal accountability as well as fostering a school climate that allows both teachers and students to develop their creative potential. The educational tradition of the Sisters of Notre Dame assures that this emphasis permeates the instructional program as well as the climate and relations within the school.

Program evaluation is based on the five-year plan of revision of the courses of study by the Diocese of Cleveland and as provided for in the Minimum Standards of the State of Ohio. Most recent program evaluations have centered around the emphasis on higher-level thinking skills as described in the staff development program included here. Notre Dame Elementary School participates in the annual standardized testing program as well as the competency based education program of the Diocese of Cleveland and makes program-related decisions which considers these results.

Calendar of Activities

During the past year the staff of Notre Dame Elementary School participated in the following activities:

-- Monthly faculty meetings.

-- Diocesan Elementary Principals' Association activities (August and April).

the Northeast Ohio Association for Supervision and Curriculum Development, the Greater Cleveland Council for Teachers of English, various diocesan-level curriculum committees, as well as committees for Geauga County Education Office and the Area V Basic Skills Conferences.

Funding for staff development is incorporated into the annual budget proposed by the principal and approved by the president and treasurer of the Corporation of the Sisters of Notre Dame. Additional funds for related projects are generated by the proceeds of activities sponsored by the Notre Dame Parents' Association; and money has been awarded through local foundations, namely, the Martha Holden Jennings Foundation and the Kulas Foundation. Notre Dame Elementary School also benefits from the use of Block Grant funds coordinated by the Diocesan Government Programs Office for inservice opportunities for all teachers of the diocese. On a local level, part of the teachers' contracts encourages professional growth and provides each teacher three paid professional inservice days per year as well as a continuing education grant of $150 annually towards credit courses.

The administration of Notre Dame Elementary School is responsible for coordinating other inservice opportunities during the regular monthly faculty meetings throughout the year. These are frequently arranged with the Department of Education of Notre Dame College and have included a variety of curriculum-related topics.

- -- Eastern Region Education Office Grade Level Inservice Days (one day for teachers of each grade 1-8).
- -- Two one-day workshops on thinking skills sponsored by Learning Institute.
- -- The Young Authors' Program sponsored by the Geauga County Education Office.
- -- The Area V Basic Skills Conference.
- -- The Ohio Catholic Education Association Convention in Columbus, Ohio.
- -- An evaluation/revision of the K-8 reading program at Notre Dame with an emphasis on incorporating higher-order thinking skills in reading and all other areas of the curriculum.
- -- Diocesan curriculum committees for the revision of courses of study.
- -- Workshops sponsored by Notre Dame College on competency based education programs, instructional supervision, and student motivation.

Staff Development Sketch

During the 1985-86 school year, the staff development program at Notre Dame Elementary School focused on increasing teachers' awareness of the need to emphasize higher-order thinking and to strengthen their repertoire of teaching strategies to facilitate this thinking in the classroom.

Three factors at Notre Dame Elementary School suggested the need for staff development in the area of higher-order thinking skills: 1) The Iowa Test of Basic Skills results for the past five years indicate that the majority of students in all grades are currently performing on or at least 1.5 to 2 years above grade level on nationally normed achievement tests; 2) there appeared to be a need to increase student motivation and interest in learning particularly in the upper grades; 3) there is a growing expectation among parents for the school to challenge students in all areas.

Objectives of the Project

The project had four major objectives:

A. To involve 23 teachers in a team effort to provide an intensive schoolwide emphasis on developing critical thinking skills.

The schoolwide emphasis on thinking skills involved all members of the staff in a professionally enriching project. All teachers attended the scheduled inservice sessions and felt a responsibility for incorporating the strategies in their classrooms. While many were initially enthusiastic, some teachers became committed to the project only after being encouraged by the success of their colleagues and the practice of strategies independently. There was evidence that the peer support, and informal discussion and sharing on the level of professional improvement in teaching thinking, furthered the goals of the project. The emphasis continued throughout the entire year with both teachers and students pleased with the growth that resulted. The fact that the project resulted from the particular needs of the school and the initiative of the staff seemed to generate a sense of pride and ownership for their efforts.

B. To provide inservice training that will enable the teachers to acquire the knowledge and teaching strategies required to raise significantly the level of thinking incorporated into their teaching.

The inservice training enabled the teachers to increase their awareness of the quality of thinking fostered by their teaching strategies. Teachers grew in their ability to recognize and select those activities, strategies, and materials that increased the level of thinking for all students.

In their evaluation of the inservice sessions, teachers agreed that the objectives of each inservice activity were clearly explained and that the strategies presented were clearly and effectively modeled. Every effort was made by the core group to provide profitable experiences in each of the inservice sessions. This appears to have been successful, since the staff commented that they found these sessions more practical and were more able to apply them immediately in the classroom.

Among the observations and comments were the following:

-- Teachers found themselves more effective in the use of group learning experiences and more productive in terms of student achievement in group activities.

-- Teachers seemed better able to reach the more talented students within the context of their whole group instruction.

-- Teachers found themselves more aware of the thinking process of every child and were more confident to experiment with a variety of strategies to meet various needs.

-- Teachers felt their own self-confidence strengthened as they increased their repertoire of thinking strategies.

-- Teachers felt motivated to improve and increase their repertoire of strategies independently and were more open to the value of professional inservice pursued on their own.

-- Teachers observed a greater evidence of creativity in problem-solving situations, both in themselves and their students. They found themselves more open to a variety of problem-solving strategies and more able to encourage this in their students.

-- Teachers noticed an increase in their awareness of their own level of thinking.

-- Teachers were more aware of the level of thinking in their lesson planning, more able to state objectives at higher levels, and more aware of the cognitive value of the materials and activities selected for their lessons; lesson plan books became a more effective tool to trace the thinking strategies and cognitive level of instruction.

-- Teachers were more willing to use predictive questioning techniques and a variety of approaches to vocabulary development in the context of formal reading instruction as well as reading in the various content areas.

-- Teachers were reinforced in the importance of aspects of their teaching that they had been using in the past that they previously did not consider significant.

C. To promote among the teachers an understanding of the interdisciplinary nature and application of critical thinking skills.

The emphasis on thinking skills strategies was not limited to a single area of the curriculum but was consistently applied to every aspect of instruction. Teachers found they were more able to integrate various subjects by using graphic organizers and strategies. The teachers expanded their use into all areas of the curriculum with increasingly complex applications throughout the year. Of particular mention were the incorporation of these strategies into the physical education teacher's program in movement education, sports strategies, and skills; and one art teacher's emphasis on left/right brain development in visual perception. In addition, problem-solving and higher-level thinking skills were the emphasis of the computer literacy classes in grades 4-8.

D. To address the continuous need to motivate all students to develop their thinking skills, thereby increasing the level of motivation as the student progresses from grade to grade.

The level of motivation of students showed a significant increase as the teachers continued to introduce specific thinking strategies in the curriculum. Students found their classes more interesting, due to a greater variety of activities. Graphic organizers, such as Venn diagrams, Dichotomous keys, and mapping strategies, helped students to improve their facility to use thinking "tools" independently. A greater number of students chose to report information graphically using one of the organizers on tests, reports and projects, than previously, and they appeared to have a more positive attitude toward essay questions on tests when able to represent their answers using a graphic organizer.

Parents were informed at the beginning of the year of the staff development emphasis on thinking skills. Their responses and support were unanimously positive. Among their comments were the fact that their children seemed to have much more interesting assignments, were more committed and creative in their long-range projects, and were more enthusiastic about learning. Parents who are teachers frequently requested samples of materials their children were using, and they even sent in bulletins of local inservice opportunities to the teachers in the area of critical thinking. One parent sent in a note regarding her eighth grader's absence in the form of the MAP-ping technique used in her daughter's creative writing class. A number of parents took the time to express their support for the schoolwide emphasis to their children's teachers or to the principal.

Formats: Timeline of Implementation

Summer, 1985	-- Participation of core group of faculty in a weeklong workshop on "Critical Thinking--A Basic Skill." -- Inservice sessions planned and developed.
August 21, 1985	-- Extended inservice session for all faculty members presented by core group: "Teaching FOR, OF, and ABOUT Thinking": Teaching strategies for

thinking; planning for teaching thinking (four hours).

	thinking; planning for teaching thinking (four hours).

October 23, 1985 -- Extended inservice session for all faculty members presented by Sister Regina Marie Alfonso, Notre Dame College: "Grouping for Thinking in Reading and Math."

October 25, 1985 -- Teachers attended an all-day Learning Institute workshop presented by Dorsey Hammond of Oakland University in Rochester, Michigan, on teaching critical thinking skills specifically in the area of reading comprehension. The workshop was held in Cleveland. Half of the faculty attended this workshop, requiring substitute teachers hired at the expense of the school.

November 21, 1985 -- Faculty inservice program: Discussion of classroom experiences; report from participants in Doresy Hammond's workshop; presentation of pre-test results from Cornell Test of Critical Thinking Skills; introduction of peer observation and coaching.

December 5, 1985 -- Teachers attended an all-day Learning Institute workshop on thinking skills presented by Maryann Gatheral from Stanford University in California. The workshop was held at a hotel in Cleveland. The alternate half of the faculty attended this workshop, requiring that substitute teachers be hired for the day at the expense of the school.

January 22, 1985 -- Faculty inservice program: Discussion of peer observations; report from participants in Maryann Gatheral's workshop; presentation by core group on cooperative learning.

March 20, 1985 -- Faculty inservice program: Planning for thinking; orientation for reading program evaluation, and revision in view of thinking skills emphasis.

May 19, 1986	-- Faculty inservice program: Discussion of post-test results; staff discussion of reading program evaluation and revision; staff development program summary and evaluation; implications for continued emphasis.

Implementation Cycle

To effect teaching strategies significantly, an implementation cycle was used which provided both support and peer coaching. The components of the cycle involved the entire faculty in the inservice session and in peer coaching opportunities designed to strengthen particular teaching strategies. Members of the core group facilitated the discussion both with teachers on their team and on similar grade levels. At the end of the cycle, all staff members were encouraged to give either verbal or written evaluation of the process. The core group monitored and adjusted the cycle according to the needs of the faculty. The principal observed each teacher both formally and informally to note the use of teaching strategies and the students' response.

In summary, the implementation cycle occurred over a six-week period:

Week 1:	Inservice session.
Week 1-2:	Practice of specific teaching strategies suggested in the inservice meeting.
Week 3:	Peer coaching--Teachers are grouped randomly into three groups and are to observe a lesson in the classroom of another teacher on their team. In the conference that followed the observation, the teachers discussed the "Coaching Guide" to

identify, strengthen, and focus the various thinking strategies included in the lesson.

Week 4: Team discussion--Teams meet with a member of the core group to discuss experiences with the strategies.

Week 5: Grade level discussion--Teachers within the same level, K-2, 3-5, 6-8, met to discuss experiences with the strategies.

Week 6: Cycle evaluation and core group meeting.

The entire cycle was completed once, with the peer observations voluntary over a period of two months. Sixty percent of the teachers chose to participate in the peer observation and coaching. They were encouraged to observe a teacher on a grade level other than their own. All reported that the experience was professionally enriching and helpful in improving their own teaching strategies for thinking. The teachers who did not participate in this aspect of the cycle stated personal reasons, difficulties with scheduling, and so forth. Several of these indicated that they intended to participate in the future.

Impact: Evaluation of Student Growth

To determine the effectiveness of this staff development project in promoting student growth in thinking skills, a plan of evaluation was implemented which included pre- and post-testing in the area of critical thinking skills. The Cornell Critical Thinking Test (Midwest Publications) was administered to students in grades 4 through 8 in October and again in April. The Cornell was selected because the test reflects the interdependence of critical thinking skills in the actual process of thinking; for example, assumption identification, deduction, prediction to test a hypothesis, credibility judgements, and ability to deal with meaning.

Since none of the groups against which the Cornell is normed described the composition of Notre Dame Elementary School, and since the pre-test means were significantly different than those published by Midwest, the results of this evaluation represent a strictly internal measure of growth. The following chart simplifies the results for the purposes of this discussion:

Grade	N=	Pre-test Class Mean	Post-test Class Mean	Difference in Mean	% Difference of Students Scoring above Mean
8	38	47.00	47.15	.15	20%
7	47	46.15	46.48	.33	12%
6	48	40.79	45.25	4.46	34%
5	55	38.80	41.09	2.29	20%
4	47	31.78	35.31	3.53	25%

As indicated above, the most significant critical thinking gains were evident in grades, 4, 5 and 6. While grades 7 and 8 demonstrated only a decimal increase in mean scores, the number of students scoring above the mean increased significantly. The average increase across the grades was 23 percent. While this increase may not be found to be statistically significant, for the purposes of this project, they represented a marked growth in demonstrated critical thinking skills.

Dissemination of Project Results

During the year, the staff development model and strategies implemented with the assistance of this grant were included specifically in a number of presentations to administrators and teachers in Cleveland and surrounding area. Sister Mary Ruthann Heintschel, co-director of the project, presented the following workshops on teaching for critical thinking using the strategies included in the project:

October 16, 1985	Northeast Ohio Association for Supervision and Curriculum Development--85 school districts represented.
October 24, 1985	Thinking Skills Workshop, Teachers of the Chardon Local School District.
October, 1985 through April 1986	Eight workshops presented by grade levels to the elementary teachers of the Eastern Region of the Cleveland Catholic Diocese.
November 2, 1985	Greater Cleveland Council of Teachers of English.
November 11, 1985	Toledo Diocese English K-12 Curriculum Committee.
November 20, 1985	Education Committee of the Hudson Local Board of Education.
December 10, 1985 and January 20, 1986	Thinking Skills Workshop, Teachers of the Mayfield City School District.
August 19, 1986	Thinking Skills Conference--Summit County Staff Development Consortium.
August 20-21, 1986	Thinking Skills Workshop, Clearwater Public and Parochial Schools, Clearwater, Florida.
August 29, 1986	Thinking Skills Workshop, St. Augustine Diocesan Schools, St. Augustine, Florida.
September 1986 through May 1987	Staff Development Programs--including four inservice sessions in St. Gabriel School, Mentor, Ohio; St. Gregory School, South Euclid, Ohio; St. Bridget School, Parma, Ohio.

September 29, 1986	Thinking Skills Workshop for all secondary teachers in the Warren City School District.
October 4, 1986	Thinking Skills Workshops for parochial elementary schools in McLean, Virginia.
November 4, 1986	Thinking Skills Workshop for teachers of parochial elementary schools in Sandusky, Norwalk, Bellevue and Monroeville, Ohio; sessions held at St. Paul's School, Norwalk.
November 25, 1986	"Teachers Teach Thinking--A Staff Development Model," paper presented at the National Council of States on Inservice Education in Nashville, Tennessee.

During the summer of 1986, two workshops were presented by the core team of the project, instructing participants in the theory, strategies, and implementation of the model for staff development in teaching critical thinking. In addition to the above workshops, requests for information were received from four school districts.

In the 1986-87 school year, monies for the continuation of this project have been included in the annual budget. The greatest resource, however, are the teachers themselves who are becoming increasingly aware of the level of thinking incorporated in their teaching strategies and more confident of their ability to teach for thinking.

Adaptability of the Program

The staff development program at Notre Dame Elementary School was specifically designed to capitalize on the existing competence, professional initiative, and cooperation of the staff, and to infuse the existing curriculum with a schoolwide emphasis on higher-level thinking skills. With limited funds available in the annual budget, additional funding was sought from the Martha Holden Jennings Foundation of Cleveland for the initial training of the staff in strategies for promoting thinking. With the emphasis on higher level thinking prevalent in educational circles, groups wishing to design a program have a rich source of research and materials on which to draw. The key to significant improvement in the level of thinking continues to be the teacher, whose own thinking behavior, motivation, and teaching strategies are central to any staff development project.

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APPENDIX A

ILLUSTRATION OF STAFF DEVELOPMENT COMPONENTS

This appendix contains the outline of elements that school districts reporters were asked to consider in phase II of identifying staff development programs for this working paper. Basically, the writers were asked to provide an overview of the school district's commitment to staff development and then to show, in a case study, how one particular program or activity was planned and implemented.

You may find it worthwhile to consider your school district's staff development in terms of the components requested in the following description:

This description consists of two parts: (1) a district profile and (2) an illustration or sketch of how a particular staff development project is linked with, and supported by, the district's staff development efforts. Please follow this guideline in describing your program, being as specific as you can.

District Profile

Context

Provide a brief context for the program of staff development. This could include demographics which describe the size and nature of the community and school district. Specific social and cultural influences and prevalent attitudes towards education and the school district could be included here as well.

Resources

In general terms, describe the nature and extent of human and material resources devoted to staff development. Describe key roles and responsibilities, special physical facilities, and additional dollars allocated for staff development, including activities such as teacher release time.

Ongoing Program Elements

Describe other standing or ongoing program elements such as mission statement, the written long-range plan, and the design for evaluation.

Calendar of Activities

Within the context of a year's time, describe the nature and frequency of key activities including meetings of the governance body, needs assessment activities, collaborative interactions with other agents and agencies, and a schedule of staff development projects.

Staff Development Sketch

Illustration

Identify one exemplary staff development project in the last year and illustrate in a brief case study approach how the various attributes identified at the district level interacted with that project over time; that is, illustrate how this successful project related to the mission statement, the needs assessment, the planning, and the evaluation procedures. Describe the role of various key persons including teachers. Address the interaction of important concepts with the success of the program such as leadership, teacher ownership, articulation with other efforts, design for accountability, and change strategies.

Formats

Describe the actual formats employed in some detail. Examples of specific materials used and brief narratives to illustrate key interactions between participants in the activity called for in these formats or approaches to staff development would be helpful. The relationship between specific desired outcomes and planned activities directly related to the achievement of these results should be described. The scope and sequence of activities, including follow-up procedures in the classroom, should be outlined. The duration of the project and the frequency and importance of various activities should be addressed here as well.

Impact

Discuss the impact of the project. To what extent were the purposes you addressed achieved and how were these addressed. Discuss any special problems associated with the project as well as major benefits. If there were any unanticipated or unexpected benefits or problems, discuss these briefly.

Adaptability

Discuss the feasibility of others adapting this project. Address possible problems involved and likely costs in terms of time, training, and materials.

APPENDIX B

PATTERNS OF STAFF DEVELOPMENT

The 17 staff development projects described in this publication embody a variety of topics and approaches. Yet they also describe recurrent training methods such as coaching and long-term follow-up. Steve Gordon, regional inservice education consultant, has analyzed the projects in terms of **Staff Development Program Goals, Incentives for Participation, Training Structures and Formats for Staff Development**, and Other **Staff Development Program Characteristics.**

Mr. Gordon examined these categories in terms of **high occurence**--a preponderance of projects mention that goal or incentive, for example; **moderate occurence**--some projects use a particular format or demonstrate a characteristic; and **low occurence**--only one or two projects allude to a structure or goal.

You may find his analysis helpful because he identifies major staff development strategies that have proved to be effective in many districts, and he also shows those methods and characteristics that are less common.

STAFF DEVELOPMENT PROGRAM GOALS

High Occurrence

- Improvement of teaching skills and instruction
- Curriculum development
- Principals as instructional leaders

Moderate Occurrence

- Individualized personal and professional development
- Improvement of school and classroom climate

- Increased student and teacher motivation
- Improvement of writing across the curriculum
- Adaptation of instructional technology
- Improvement of instructional programs in specific subject matter areas: math, science, English/language arts, reading
- Improvement of thinking skills

Low Occurrence

- Successful teacher induction
- Career development
- Improvement of interpersonal communications/human relations
- Improvement of staff understanding of legal rights and responsibilities
- Improvement of community-based education programs
- Organization development
- Improvement of administrators' and teachers' problem-solving abilities
- Assistance for substitute teachers
- Assistance for non-certified staff
- Teacher awareness of students' learning styles
- Improvement of programs for the gifted and talented
- Improvement of programs for the multihandicapped

INCENTIVES FOR PARTICIPATION

High Occurrence

- Release time
- Substitute teachers
- Emphasis on intrinsic rewards (opportunities for recognition, personal and professional growth)

Moderate Occurrence

- Staff development activities tied to university credit or continuing education units

- Full or partial payment of university tuition

Low Occurrence

- Stipends
- Vouchers

TRAINING STRUCTURES AND FORMATS FOR STAFF DEVELOPMENT

High Occurrence

- Theory/demonstration/practice/feedback/classroom application
- Peer coaching
- Teacher-leader training model

Moderate Occurrence

- University course work
- Variety of workshops or mini-courses to choose from
- "Canned" training sessions or programs
- Presentations by expert consultants

Low Occurrence

- Quality circles
- Action research
- Opportunities for reflection
- Formal mentoring programs
- Staff development newsletters or reviews
- Visits to other school districts
- Staff development centers
- Video taping
- Teacher grants

OTHER STAFF DEVELOPMENT PROGRAM CHARACTERISTICS

High Occurrence

- Staff development viewed as long-range, ongoing process

- Staff development councils and committees; teacher membership; teacher involvement in planning
- Comprehensive needs assessment
- Comprehensive evaluation
- Emphasis on building-level staff development
- Links with universities

Moderate Occurrence

- Administrator participation with teachers
- Wide variety of options
- Staff development consortia

Low Occurrence

- Emphasis on principles of adult learning
- Considers stages of adult development and teacher-career life span
- Staff development program has links with business, industry, government, community